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ABSTRACT

This manual for counselors is intended for use with CHOICES, a computer assisted career guidance system. Following a brief introduction to CHOICES, the structure (in chart form) and an overview of the contents of the CHOICES system are given. Chapter 2 focuses on counseling clients, emphasizing the three-step helping process, i.e., preCHOICES, to determine client suitability and preparation for CHOICES; terminal use; and postCHOICES, to discuss results and follow-up plans. Chapter 3 explains the system routes (i.e., explore, specific, compare, related, job bank, and education/specific) and the computer logic used in CHOICES. Under the explore route, descriptions of common options provided by the system are explained. Chapter 4 presents the topics available for searching in CHOICES, including interests, aptitudes, temperaments, education level, working conditions, future outlook, earnings, hours of work/travel, physical demands, physical activities, indoor/outdoor, career fields, training required, and similar occupations. Chapter 5 focuses on information needed while working at the terminal and chapter 6 presents sources of CHOICES information and the index. Chapter 7 discusses practical information such as terminal location, use schedule, staff training, client use, and publicizing the system. The appendix includes the General Aptitude Test Battery (GATB)/CHOICES Crosswalk (conversion table from GATB raw scores to CHOICES aptitude levels), a map of the Florida employment service job bank areas, a list of Florida employment offices, and a glossary. (BL)

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# FLORIDA Choices 1983-84

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(Glenn R. Thomas)
(Zelda S. Rogers)

# FLORIDA CHOICES

## COUNSELOR'S MANUAL

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# An Introduction To CHOICES

Few decisions that young people make today are more important to their future well-being than the selection of a career. Sometimes finding the "right" career is a process that takes place over a period of time and may involve several job changes. The process of choosing and preparing for a career is no easier for persons who seek a career change or who enter the work force at later stages in their lives.

As people make career decisions everyone considers, to some degree, the following questions:

"What can I do well?"

"What do I enjoy doing?"

"What am I looking for in a career?"

"What preparation will I need?"

"How can I find out which occupations will satisfy my interests, abilities, values, and educational plans?"

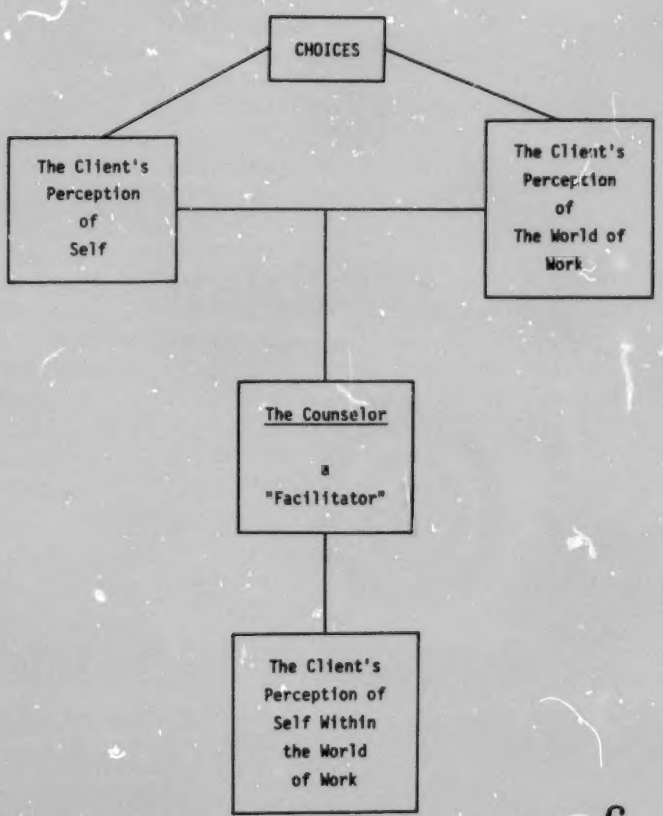
Helping people find answers to such questions becomes the crux of effective vocational counseling. With thousands of careers to choose from, finding answers to these kinds of questions can sometimes be difficult and time consuming. CHOICES can help answer these questions very quickly by providing comprehensive, up-to-date information and a strategy for relating oneself to the world of work. (See Figure 1.) CHOICES locates exactly the information needed and places it at your fingertips. Instantly. This information is presented in a non-threatening, low-risk manner that encourages clients to explore a wide range of career opportunities.

Clients communicate with CHOICES via a computer terminal that guides them through the system using a question and answer format. The system responds instantly to questions, allowing clients to immediately see the consequences of their decisions. Clients can change their answers and ROUTES throughout the program. This strategy permits them to become more active participants in the career decision-making process.

Both Counselors and clients find the terminal easy to use. After a few minutes instruction on how to use the terminal, most clients are able to use the system with a minimum of supervision and assistance and have little fear of the computer itself.

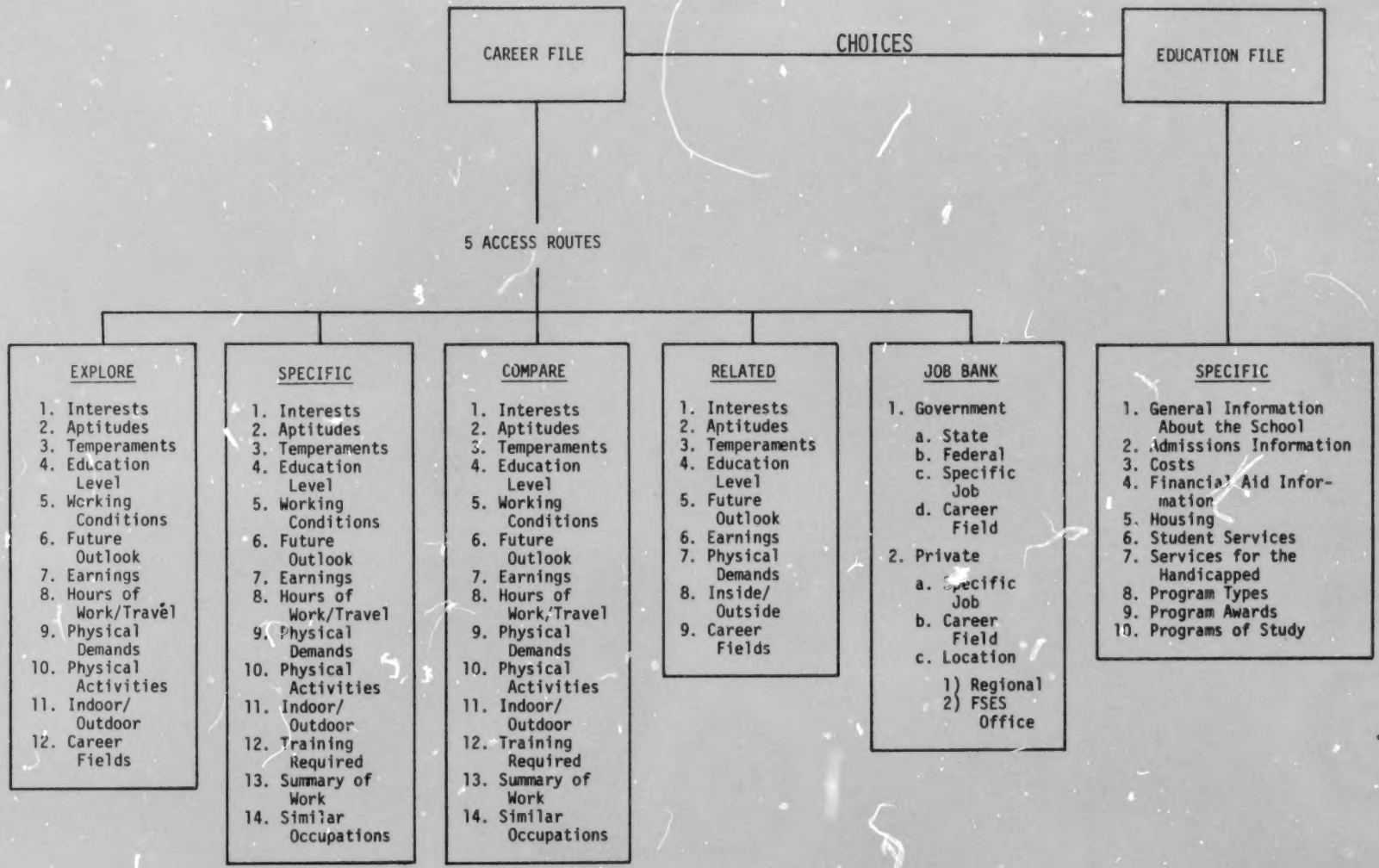
Your clients will enjoy working with CHOICES. Many will be surprised to learn that the program can be both beneficial and fun to use. You should take advantage of their anticipation and curiosity about "talking with a computer." You'll probably find many clients who will voluntarily dedicate considerable time and energy preparing for their conversation with CHOICES.

FIGURE 1


CHOICES
The Client's Perception of Self
The Client's Perception of The World of Work
The Counselor
a
"Facilitator"
The Client's Perception of Self Within the World of Work

STRUCTURE OF THE CHOICES SYSTEM

FIGURE 2



# CHAPTER ONE

# Contents in CHOICES - An Overview

Your clients will want career information for many reasons. Some may be fairly certain about their career and educational plans, needing only additional information to confirm them. Others will be unsure of their future and will be searching for ideas and goals.

It may be helpful to think of CHOICES as a computerized library of career information that can be quickly accessed and used in a variety of ways. You will need to understand the structure of CHOICES to use the system effectively. (See Figure 2.) CHOICES has two large FILES of information that your clients can use:

(1) Career File

Contains information about careers and actual job openings.

(2) Education File

Contains information about Florida State and training programs.

Each FILE can be accessed by using ROUTES. The Career File has five (5) ROUTES. At the present time, the Education File has only one ROUTE -- SPECIFIC. Others are being developed.

The ROUTES selected in the Career File will depend upon the client's unique set of needs. Briefly, the ROUTES are as follows:

# Career File

(1) EXPLORE ROUTE

The client provides personal likes and dislikes about a range of topics. Through a sorting process, CHOICES will identify all careers that satisfy the criteria specified by the client. Persons unsure about career goals should use the EXPLORE ROUTE.

(2) SPECIFIC ROUTE

This ROUTE will allow the client to get detailed information on a specific career.

(3) COMPARE ROUTE

Compare will list the TOPICS requested about two or three careers, side by side, so that the client can compare the similarities and/or differences.

(4) RELATED ROUTE

This ROUTE is helpful if the student has a job in mind and would like to know about other jobs that share some of the same characteristics. This ROUTE is often used by people who have acquired skills from previous training and/or work experience and would like to learn about other related careers.

(5) JOB BANK ROUTE

This ROUTE allows clients to look at actual Florida job openings. This information is updated daily from Florida State Employment Service data. This ROUTE is useful to either acquaint clients with kinds of jobs available in today's market or to actually help place skilled or trained workers in current openings.

# Education File

(1) EDUCATION/SPECIFIC ROUTE

Information on Florida schools (community colleges, vocational-technical centers and universities) and programs of study is provided in this ROUTE. Clients can get detailed information about a school and its characteristics. This ROUTE is useful for a client who has made a career decision and needs to make educational or training plans.

During your initial interview with the client, you will help them determine which FILE/ROUTE in CHOICES they will use.

With your help, CHOICES can be an excellent tool to assist clients in becoming more knowledgeable of themselves and careers. Throughout the first four (4) ROUTES (EXPLORE, SPECIFIC, COMPARE and RELATED), tney can explore a number of TOPICS related to career choice. These TOPICS will consider their interests, aptitudes, temperaments, and level of education, as well as the working conditions, future outlook, earnings, hours of work and travel, physical demands, physical activities, indoor/outdoor considerations and Career Fields associated with the job.

The unbiased nature of the computer will help them disregard any preconceived notions they may have about careers. The EXPLORE ROUTE will help them focus in on what they already know about themselves to answer such questions as:

| CLIENT QUESTIONS: | CHOICES TOPIC: |
|---|---|
| What can I do well? What are my strengths? | Aptitudes |
| What types of things do I like to do? | Interests |
| How much money do I want or need to earn? | Earnings |
| What kind of working conditions am I willing to accept? | Environmental Conditions |
| How physically demanding is the job? Will I have to do a lot of lifting? | Physical Demands |

Clients can input their responses to these, as well as many other questions and receive immediate feedback. Each time they submit a response to a question, the computer will sort through the Career File to eliminate inappropriate careers. They can consider other alternatives and quickly see how this will affect the computer's selections.

The fifth ROUTE, JOB BANK, can help the client who is job ready to look at local or statewide job openings as provided by the Florida State Employment Service. Once a client has identified a career goal (or a range of career goals) s/he can explore Florida educational and training institutions in the Education File.

You will need to make one thing very clear to your clients. CHOICES, as with other systems, cannot tell them what they should do with their lives or how successful they will be in a particular career. Rather, the system is designed to generate "clues" and stimulate ideas concerning career choice. These "clues" to the client's vocational needs are used by the system to generate a list of compatible careers (EXPLORE ROUTE). It is important that clients understand that the computer suggests careers based

on their input. The appropriateness of the suggested careers is directly proportional to the validity of this input.

CHOICES does not replace Counselors. In fact, it puts your services more in demand. CHOICES frees you, as a Counselor, from many boring, repetitive information giving functions which probably occupy a great deal of your time. This gives Counselors more time for in-depth work with those clients who require one on one attention. CHOICES should allow you to counsel more efficiently and more effectively. Your clients will benefit by being exposed to a wider range of career and educational/training options. After using CHOICES, clients will come to you with more information about themselves and careers. Discussions about future possibilities become more meaningful for you and your client.

Counselors are essential to the success of the CHOICES three-phase counseling process (discussed in Chapter II). First, the Counselor decides whether or not CHOICES would benefit a particular client. Then, the Counselor helps the client select topics to be considered and checks for consistency and realism. And, finally, the Counselor is responsible for meeting with the client to discuss and review the list of suggested careers.

CHOICES can provide Counselors/Occupational Specialists a useful supplemental tool to aid in assisting clients with the career decision-making process. The computer cannot provide all the answers. However, it will give you a vast amount of information quickly, efficiently, and in a manner your clients will enjoy. In fact, we believe you'll find that CHOICES can relieve you of many of those time-consuming tasks inherent in the dispension of career information. This will allow you to more fully concentrate on the necessary Counselor-to-client aspects of vocational counseling. Your full attention can then be focused on helping clients identify their career needs and develop plans to satisfy them.

# CHAPTER TWO

# Counseling With CHOICES

## HOW CHOICES CAN HELP YOUR CLIENTS

How you use CHOICES to counsel your clients will depend upon their needs and where they are in the vocational development process.

CHOICES can assist you and your clients in the following ways:

1. CHOICES HELPS CLIENTS MAKE CAREER DECISIONS BY:

   - Providing up-to-date and comprehensive career information necessary to make informed career decisions.
   - Providing information to reinforce previously made career decisions.
   - Allowing clients to test their perceptions of work to the real world in a non-threatening environment.
   - Providing suggestions about potentially suitable career groups.
   - Listing actual job openings provided through Florida State Employment Service.
   - Providing information on educational institutions and the training programs they offer.

2. CHOICES HELPS CLIENTS DEVELOP DECISION-MAKING SKILLS THEY CAN USE IN A VARIETY OF WAYS BY:

   - Helping clients to weigh the importance of various factors when making decisions.
   - Helping clients examine alternatives before making decisions.
   - Showing clients that order can be imposed on seeming chaos by breaking down a mass of information into a series of manageable concepts.
   - Helping clients separate values important to them from less important values.

3. CHOICES HELPS CLIENTS DEVELOP AN AWARENESS THAT THEY HAVE CONTROL OVER AND RESPONSIBILITY FOR THEIR OWN WORKING LIVES BY:

- Showing them how their decisions will affect their occupational opportunities.

- Suggesting to those who lack self-confidence that they can influence the direction of their lives, and find careers that meet their needs.

- Listing salaries and actual job openings that they can apply for.

4. CHOICES HELPS CLIENTS DEVELOP FLEXIBILITY BY:

- Providing them information which can be used to find a balance between their job expectations and their personal needs.

- Helping them to recognize and use personal alternatives effectively.

- Showing them that there is rarely one perfect solution, but rather a variety of potential alternatives to be considered when making decisions.

5. CHOICES HELPS CLIENTS DEVELOP OCCUPATIONAL PLANNING SKILLS BY:

- Providing information for making career plans.

- Allowing them to practice making and carrying out a plan of action.

The goal of employment and vocational counseling is to help clients successfully integrate themselves into the work force. CHOICES helps a client make a realistic occupational decision and encourages them to act upon that decision. The system can be used for short term job counseling or as an integral part of long term vocational counseling. The method for using the system remains essentially the same in either case.

CHOICES provides information. Your role as a Counselor is to help clients identify what information they need and show them how to interpret that information.

An effective model when using CHOICES is the Three-Step Counseling Process. It is provided as a guide to help you use CHOICES. (See Figure 3.)

# CHOICES THREE-STEP COUNSELING PROCESS OVERVIEW

**Figure 3**

**STEP I**
**INITIAL INTERVIEW**
COUNSELOR MEETS CLIFNT
CLIENT PREPARES GUIDESHEET

**A. Determining Client Suitability**
1. Motivation?
2. Readiness?
3. Vocational Problems or Other?
4. Client's Goal?

Not Suitable

Other forms of Counseling

Suitable

**B. Introducing Client to CHOICES**
—Data Base—Over 1,000 jobs
Career File
5 Routes (Explore, Compare, Related, Specific, Job Bank)
12 Topics (Interests, Aptitudes, Etc.)
Education File
1 ROUTE (SPECIFIC)
10 Topics (Admission, Costs, etc.)

**C. Preparing Client to Use Materials**
1. Introduce Guidebook and Guidesheet.
2. Use CHOICES Slide/Tapes with the client.
3. Provide Supplementary Materials (Interest Inventories, etc.)
4. Discuss with the client his/her understanding of routes, topics and factors.
5. Discuss Client's needs such as career exploration or specific information
6. Help the client begin to fill out the Guidesheet.
7. Schedule Next Interview

**STEP II**
**SECOND INTERVIEW**
COUNSELOR REVIEWS GUIDESHEET
CLIENT ON TERMINAL

**A. Reviewing the Completed Guidesheet**
1. Make and prioritize decisions.
2. Clarify client's self-awareness
3. Increase client's self-awareness
4. Relate client's self to world of work.
5. Encourage client flexibility.
6. Encourage client mobility.

**B. Using the Terminal**
1. Reduce client's anxiety.
2. Encourage an exploratory, open attitude.
3. Begin conversation with CHOICES
4. Introduce terminal assistant (Optional).
5. Schedule next interview.

**STEP III**
**THIRD INTERVIEW**
CLIENT DISCUSSES PRINTOUT WITH COUNSELOR

**A. Discussing Printout**
1. Discuss client's reaction.
2. Examine careers list(s) or counselor summary.

**B. Developing Follow-up Plan**
1. Client continues exploration
   a. Further interaction with CHOICES
   b. Further Self-Analysis
   c. Further reading
   d. Direct learning about careers
   e. FSES visit
   f. Review other available resources for information on specific institutions

2. Client makes decision
   a. Discuss training options
   b. Outline Job Search Techniques
   c. Take a Career-Ladder Approach
   d. Pursue Job Bank opening at Fla. State Employment Service
   e. Contact Education Institution

# STEP ONE

# The Initial Interview: PRE CHOICES

Your initial interview will cover these three areas:

A. Determining client suitability

B. Introducing the client to CHOICES

C. Preparing the client to use the Guidebook/sheet and slide/tape

## A. Determining Client Suitability

Not all clients will benefit from CHOICES. Before you decide whether a client needs to use CHOICES, assess them on the following points:

1. Client motivation:

   Why does your client want to use CHOICES? What does s/he expect to get out of it? Some students may simply be curious. Once they discover the time and effort they'll have to invest, they may lose interest. If they are not prepared to make this effort, discourage them from using CHOICES.

2. Client readiness for making a vocational decision:

   Is your client seriously considering vocational plans or simply using the terminal as a "novelty?"

3. Vocational versus personal problems:

   Are your client's problems primarily vocational in nature or are they personal, emotional problems?

4. Assessing the client's goal:

   Does your client know what s/he wants to do? Is s/he already looking for a job? If so, CHOICES JOB BANK will be the appropriate route to use. However, exploration of other jobs and CHOICES ROUTES may be beneficial to them.

## B. Introducing The Client To CHOICES

Even though CHOICES is easy to use, it may appear mysterious and complex to your clients. You can lessen their anxieties by giving them

a brief overview of the system that explains the:

| | |
|---|---|
| 1. PURPOSE OF THE SYSTEM . . . . . | To help clients make potentially satisfying and appropriate vocational decisions. |
| 2. CONTENTS OF THE SYSTEM . . . . . | The CAREER FILE contains EXPLORE, SPECIFIC, COMPARE, RELATED and 12 Information Topics. JOB BANK contains jobs currently available through the Florida State Employment Service.<br><br>The EDUCATION FILE contains specific information on schools. |
| 3. DELIVERY OF THE SYSTEM . . . . . | Consists of a computer terminal and a client typing in responses. |
| 4. PREPARATORY MATERIALS . . . . . | A Guidebook/sheet and Career Index are necessary tools. The slide/tapes are optional. |

# C. Preparing The Client To Use The Guidebook and Guidesheet

Make sure your clients understand how to use the Guidebook. A good approach is for you and your client to examine each ROUTE and TOPIC together. You may also want to use the CHOICES Overview Slide/Tape presentation.

For effective use of the system, clients should identify their needs and interests before using CHOICES. The Guidebook and Guidesheet have been designed to help them with this identification. You should study both tools carefully so that you can be aware of what they contain and how they are to be used.

The client's level of self-awareness may determine whether or not other self-assessment instruments should be administered prior to their completion of the Guidebook. The GATB (General Aptitude Test Battery) can be helpful to those clients who are uncertain of their aptitudes. Other assessment tools such as interest inventories may also be beneficial.

* The Appendix, page 114, contains information on using GATB scores with the Aptitude section of CHOICES.

The Guidebook begins by telling clients how easy it is to use the terminal and what type of information they can get from the system. Each FILE and ROUTE is described so that clients can determine what kind of information they need. Their decisions are noted on the accompanying Guidesheet. The primary purpose of the Guidebook is to take the client, step by step, through the various TOPICS of the EXPLORE ROUTE. In the Guidebook, each TOPIC is described, its use is summarized, the factors are listed and defined, and instructions are given for completing the Guidesheet. Clients decide which ROUTE, TOPICS, and FACTORS they plan to use and the order in which they plan to use them. You should encourage clients to complete all of the TOPICS. Each decision is recorded on the Guidesheet. Upon completion of the Guidesheet, clients take it to the terminal to be followed during their conversation with CHOICES.

To ensure that your clients understand how to complete the Guidebook/sheet, you will need to cover the following:

1. During this time, clients should be able to describe to you their understanding of the ROUTES and TOPICS. The results of a client's conversation with CHOICES will depend upon the client's ability to assess what s/he has to offer and what s/he wants in a job. Careful consideration must be given to each TOPIC. If the answers selected by the client aren't truly appropriate for him/her, CHOICES cannot possibly identify suitable careers.

2. In addition to helping clients define CHOICES terminology, you will want to question them on their reasons for selecting certain TOPICS and their prioritization of those TOPICS. Open ended questions like the following are helpful:

   - What appeals to you about your order of TOPICS?
     Example: 1. Earnings; 2. Interests; 3. Future Outlook; 4. Education
   - Would you consider alternatives?
   - How important is the factor, for example, "working to improve the social conditions of others" to you?

3. Help clients see the difference between the amount of information they currently have on an occupation and how much CHOICES can provide, especially within the TOPIC areas.

4. Make sure they understand how to complete the Guidesheet.

5. Schedule the next interview and make arrangements for them to use the terminal.

# STEP TWO

# At The Terminal

You should conduct the second interview immediately before the client uses CHOICES. This session is two-fold: reviewing the completed Guidesheet and using the terminal.

## A. Reviewing The Completed Guidesheet

This is the most important Counselor intervention prior to using the terminal. As you consider how the client prioritized TOPICS and selected particular likes and dislikes, you will be helping the client:

1. Make decisions and place them in priority order:

   Assist the client as s/he chooses among TOPICS and FACTORS and assesses their importance.

2. Clarify values:

   Help the client differentiate between values (income, security, helping others, etc.) that are important and those that are secondary.

3. Increase self-awareness:

   Help the client recognize strengths and weaknesses as well as his/her potential in as many areas as possible.

4. Relate self to the world of work:

   Help the client use what s/he has learned about him/herself to find personally satisfying careers. Teach the client how to use information as a tool for making decisions.

5. Maintain flexibility:

   Help the client recognize and evaluate alternatives to keep as many occupational options open as possible.

6. Consider mobility:

   Encourage the client to consider whether s/he would be willing to move or undertake more training in order to further occupational goals.

As you help clients with their Guidebook, remember that there is a lot

of information for them to assimilate. Try to avoid information overload. Also try to avoid passing on your knowledge or values. Let them learn and experience on their own. This does not mean that you should not question their priorities. If, however, upon questioning, the client confirms his or her decision, support the client's choice. Reassure the client that there are no wrong answers.

# B. Using The Terminal

Think back to the first time you used CHOICES. Were you completely at ease when confronted by the terminal? Remember those feelings and provide as much support as possible.

1. You can reduce client anxiety by letting them know that:

   - they don't need to know how to type
   - CHOICES will "tell" them what "to do" next
   - CHOICES will "tell" them how to change an answer or correct mistakes
   - they should take their time because even though CHOICES works quickly, the computer is in no hurry
   - someone is nearby should any difficulties or questions arise

2. Encourage an exploratory, open attitude. Tell clients about their various options:

   - choosing a FILE (Career or Education)
   - choosing a ROUTE (EXPLORE, SPECIFIC, COMPARE, RELATED, or JOB BANK)
   - choosing a TOPIC (Interests, Aptitudes, Earnings, etc.)
   - changing ROUTES
   - selecting other TOPICS
   - changing an answer
   - finding out more about a career
   - finding out why a career wasn't listed
   - leaving the system

3. Begin conversation with CHOICES:

   Although physically operating CHOICES is easy, there are numerous points to remember when using the program. Helping the client become at ease at the terminal is a major goal. You will need to stay with the client for at least the first few minutes until you sense that they are at ease with the system. Experienced CHOICES Counselors know that the amount of time spent with the client at the terminal will vary. Some clients will be able to use their completed Guidesheet and be quite independent with minimal assistance from a Counselor. Other clients may need considerably more assistance.

4. Introduce an assistant:

   Always make sure that the client knows who to call upon for assistance if you are not available.

5. Schedule next interview:

   Before the client leaves, schedule time to talk with him/her about his/her CHOICES experience. It is better to let some time elapse between the experience and discussing the printout. Most clients will not initiate asking for an appointment, so you will need to bring up the subject. During this follow-up visit, you can also point out other materials and references for consideration in his/her information/job search.

# STEP THREE

# The Third Interview: POST CHOICES

The third interview takes place after the client has used the terminal and has had time to think about the experience. There are two main purposes for the third interview:

A. Discussion of the printout

B. Development of a follow-up plan

## A. Discussing The Printout With The Client

The key to using CHOICES successfully is helping the clients act upon the information they have received. Here are some points you will want to cover with them.

1. Discuss how they felt about using CHOICES:
   Do they feel ready to make an occupational decision, or choose a major? What do they feel they learned from their conversation that might be used to make decisions?

2. Help them examine the careers selected by CHOICES:

   Both EXPLORE and RELATED provide clients with lists of potentially suitable careers. Go over these with your

clients to find out whether they feel the lists are meaningful and relevant. As you look at each career, question your clients about their reactions. This may help you gain a deeper and clearer understanding of their unspoken or unidentified values. If they are dissatisfied or still uncertain, an additional session at the terminal may be helpful. This time, encourage them to try out alternatives through the various ROUTES. Have them use EXPLORE again with different factors. For example, their selection of educational level can greatly affect the list of careers. If a client is willing to finish only high school, his/her list will differ from the client who is willing to complete studies beyond high school.

3. Assist the client in comparing his/her Guidesheet with the CHOICES printout:

   Sometimes a client's preferences do not agree with the occupational facts given by CHOICES. For example, a client indicates on the Guidesheet that s/he dislikes weekend work. Yet the client has expressed an interest in becoming a real estate agent. Help your clients see this conflict and consider the alternatives that different decisions might produce. These might be:

   a. reconsider the value of leisure work (working or not working on weekends);

   b. consider another career that doesn't require weekend work; or,

   c. learn to make tradeoffs in choosing a career. All aspects of a job may not be satisfying. Clients must decide what is the most important and what they can live with.

# B. Developing The Follow-Up Plan

After using CHOICES and discussing the printout with you, the client will either be in need of further career exploration or ready to act upon an occupational decision.

1. There are several suggestions for clients requiring further exploration. These include:

   a. Another interaction with CHOICES:

      If clients were unhappy with their lists of occupations and have changed their answers, another session at the terminal may be helpful.

b. Further self-analysis:

If clients are having difficulty making a vocational decision after using the system, they may benefit from additional testing. The GATB, ASVAB, or occupational interest inventories are helpful. Following testing, schedule them for another session at the terminal. There is no limit to the number of times a client can use CHOICES as long as each new session is beneficial.

c. Further research about careers:

If clients identify one or more occupational areas that they find interesting, encourage them to learn more about these careers. If available, provide brochures, audio tapes or other materials to supplement CHOICES.

d. Direct learning about careers - "job shadowing":

Clients who have made one or two tentative career decisions should be encouraged to contact people already working in these careers. This is an excellent way for them to get first hand information about the career and see the actual work environment. On-the-job training opportunities or volunteer experiences in their fields of interest also will provide good firsthand knowledge. Ask clients to share what they have learned with you.

2. Clients ready to act upon decisions:

Some clients may be ready to develop a plan to look for jobs or training immediately after using CHOICES. Together, you should determine the steps necessary and draw up a timetable for putting their plan into action.

a. Training options:

Some clients may discover that further training is necessary to enter a particular career. Ways to get this training may include:

- Part or full time enrollment in an educational institution
- Correspondence study
- On-the-job training
- Apprenticeship
- Self-taught skills

b. Job search techniques:

Job-ready clients will need help with job-seeking strategies. Discuss with them:

- how to prepare a resume
- where to locate potential employers
- how to complete job applications
- appropriate appearance and behavior during a job interview

The following CCDS (Center for Career Development Services) products can help with these strategies:

- TIPS: a microcomputer software system which teaches employability and life skills

- The Job Search Survival Manual (previously the Jungle Guide): includes tips on how to locate job openings, write resumes, complete job applications, etc.

# Summary

The way CHOICES is utilized is unique to each Counselor or Occupational Specialist. How you use the system and integrate it into your counseling program may vary from client to client. However, the Three-Phase Process is a sound approach to using the system. Research has shown that clients who have no introduction or pre-counseling prior to using CHOICES are not as satisfied with their CHOICES interaction. Another study has ascertained that clients, when discussing their interaction with CHOICES, remembered and valued the time spent with their Counselor.

CHOICES is structured to help clients discover what they need to know about themselves and careers. You are the vital link between the client and the system and helping your clients transform their CHOICES experience into meaningful career decisions.

# CHAPTER THREE

# Using The Explore Route

The EXPLORE ROUTE helps clients to assess personal career goals and search for careers having characteristics that satisfy these goals. Most clients will benefit from using the EXPLORE ROUTE. Even if they already have some ideas about what they want to do, EXPLORE may give them some fresh new ideas to consider.

In this ROUTE, CHOICES asks the client to provide personal information about a range of TOPICS. CHOICES then uses this information to search for careers that satisfy the client's specifications.

The following TOPICS are available for clients to use in EXPLORE:

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Working Conditions
6. Future Outlook
7. Earnings
8. Hours of Work/Travel
9. Physical Demands
10. Physical Activities
11. Indoor/Outdoor
12. Career Fields

Clients should complete the self-assessment in the CHOICES Guidebook before using the terminal. In the Guidebook, clients are asked to read over each TOPIC, decide which TOPICS are important to them, make decisions about what they like or dislike in a job, and then record their decisions on a Guidesheet. The Guidebook will help the client to understand the information in CHOICES so that s/he can make decisions before using the terminal. Time is better spent at the terminal if the client knows what to expect, understands the meaning of the TOPICS, and how CHOICES eliminates careers each time an answer is given.

It is best for clients to use as many TOPICS as possible to tell CHOICES more about themselves and what they want in a job. The order in which TOPICS are used in EXPLORE is very important. Clients will probably lose careers with the very first answer they give to CHOICES. If their first answer is in a TOPIC that's not too important to them, they may lose many careers that match other TOPICS more important to them. The first four TOPICS (Interests, Aptitudes, Temperaments, and Education Level) and TOPIC #7 (Earnings) are TOPICS which decrease the job list selection very quickly. The other FACTORS will not decrease the job list as rapidly. If a client specifies that s/he wants only careers that have an annual salary of $35,000, a large number of jobs will be immediately eliminated. This does not mean that clients should not list high income as a top priority if it is important to them. However, they should be aware of the consequences. One decision could possibly eliminate hundreds of careers before they have had an opportunity to explore other TOPICS of interest.

The EXPLORE ROUTE was designed to help clients consider their career needs and preferences while examining many TOPICS within the world of work. You should review the completed Guidesheets of your clients to see how they have prioritized the TOPICS. It is important that they order the TOPICS based on personal preference but in a way that will allow for maximum

exploration of many TOPIC areas. You may need to suggest ways to increase this exploration process. These suggestions could include more flexibility in their income demands (Earnings), checking to see how many more careers are listed by increasing the amount of training (Education Level) they would be willing or able to complete, and checking their self-estimates (Aptitudes) to make sure they have not underestimated their abilities.

Clients will begin EXPLORE with every career in the computer available to them. With each piece of information they provide to CHOICES, they lose all careers not satisfying that information. As they add more and more information, the number of careers continues to decrease. The jobs that have been eliminated will never again be considered by CHOICES unless the client goes back and changes an answer. Each time clients answer a question, CHOICES will show them how many jobs were available to them BEFORE the last answer was given. After they use a TOPIC, CHOICES shows them the number of jobs NOW available. It will look like this at the terminal:

---

TOTAL: 1000 BEFORE: 125 NOW: 25

---

TOTAL: The total number of occupations available in CHOICES

BEFORE: The number of careers available before the last answer was given

NOW: The number now available with the last answer being considered

The difference between the Before and Now numbers shows the exact effect of the last answer. When CHOICES reaches 25 or less careers in the Now space, it automatically lists them for the client. Based on the information the client has given CHOICES, these are careers that may be suitable.

If clients answer a question and the Now space reads 0, there are no longer any careers available to them.

EXAMPLE:

---

TOTAL: 1000 BEFORE: 25 NOW: 0

---

CHOICES will give clients an option to change an answer in one of the TOPICS. Clients, at this point, should look over their printout or Guidesheet and decide if they would be willing to change any of their answers. Changing one or more answers would probably cause the number of careers available to the client to increase.

The chart on the following pages lists each TOPIC and the process used by the computer to generate the job list. This information can be used when helping clients to interpret the results of their conversation with CHOICES.

| TOPIC | CLIENT RESPONSE | COMPUTER LOGIC |
|---|---|---|
| 1. Interests | Clients specify which FACTORS they like or dislike. | CHOICES will find all careers coded to every INTEREST FACTOR clients say they like, but not coded to any they say they dislike. |
| 2. Aptitudes | Clients rate themselves (1, 2, 3, or 4) in all APTITUDES FACTORS. They may use their GATB or ASVAB scores. They must crosswalk their scores using the GATB or ASVAB crosswalk. | CHOICES retains all careers coded to the same level or any level below that specified by users on each of the 9 APTITUDES scales. It is assumed that people are capable of handling jobs requiring less aptitude than they possess. |
| 3. Temperaments | Clients choose those FACTORS that represent either TEMPERAMENTS they like or dislike. | The computer will find all careers coded to every TEMPERAMENT FACTOR clients say they like, but not coded to any they say they dislike. |
| 4. Education Level | Clients enter the level of education they expect to obtain if they are still in school or if they are planning on getting more education. If they are no longer in school and do not plan to get any more education, they enter their present level of education. | CHOICES will find all careers coded at the level specified by the client plus any coded to lower levels. This is because a person qualifies for careers requiring less education than s/he possesses. |
| 5. Working Conditions | Clients are asked to identify all those working conditions that they would not be willing to accept as a regular part of their job. | The computer eliminates all careers that are coded to the factors that the client will not accept. |
| 6. Future Outlook | Clients are asked if they want a career that is increasing in demand or staying stable with some increase. They can also decide if the factor is not important to them. | CHOICES finds all careers that match the client's outlook preferences. If the client chooses 3 not important, no careers will be eliminated. |

| TOPIC | CLIENT RESPONSE | COMPUTER LOGIC |
|---|---|---|
| 7. Earnings | Clients select the level of earnings they would accept. | CHOICES will retain all careers at the same level or higher than the one selected by the client. CHOICES assumes that the client wouldn't mind getting paid more money than the minimum specified. |
| 8. Hours of Work/Travel | Clients choose all those FACTORS they would <u>not</u> be willing to accept as a typical part of their work. | CHOICES will eliminate any careers that are coded to the FACTORS the client wishes to avoid. |
| 9. Physical Demands | Clients choose the maximum level of physical exertion they would be able or willing to expend as a regular part of a job. They should not choose the level they <u>could</u> handle but rather the level they <u>want</u> to handle. | CHOICES will identify all careers coded to the level selected by the client plus all careers coded to lower levels. If a person can handle level 3, s/he can also handle levels 2 and 1. |
| 10. Physical Activities | Clients specify which FACTORS they do not want to do as a regular part of their work. | The computer eliminates any careers coded to the FACTOR(S) that the client does not want. |
| 11. Indoor/ Outdoor | Clients choose the work location they prefer. | The computer eliminates all careers coded to any FACTOR the client wishes to avoid and retains those careers coded to the FACTOR selected by the client. |
| 12. Career Fields | Clients decide which Career Fields they like and dislike. If they like 10 or less Career Fields, they type in 96. Then they type in the numbers of the Career Fields they <u>like</u>. If they like more than 10 Career Fields, it is quicker to enter the numbers of the Career Fields they <u>dislike</u>. | CHOICES will eliminate any careers not in the Fields specified by the user or will retain only those Career Fields the client likes. |

DESCRIPTIONS OF COMMON OPTIONS PROVIDED BY CHOICES

Below is a typical option message printed by the computer at frequent intervals during a user's interaction in the EXPLORE route.

---

TOTAL: 1000 BEFORE: 125 NOW: 25

WHAT WOULD YOU LIKE TO DO NOW JOHN? (SELECT ONE)

1. SEE WHICH OCCUPATIONS REMAIN
2. CHANGE YOUR LAST ANSWER
3. CHANGE AN EARLIER ANSWER
4. GO TO YOUR NEXT CHOSEN TOPIC IN "EXPLORE"
5. START "EXPLORE" OVER AGAIN
6. LEAVE "EXPLORE"
7. LEAVE THE SYSTEM

---

Because clients sometimes become confused about what each of these options really means, an explanation of the most common options provided by CHOICES follows:

COMMON OPTIONS IN "EXPLORE"

| OPTION | DESCRIPTION |
|---|---|
| SEE WHICH OCCUPATIONS REMAIN | At any point that users have narrowed their list of occupations to 25 or fewer (i.e., the number in the NOW column of their SCORE BOX is 25 or fewer), this option will be presented. Users should be encouraged to select this option and obtain a list of as many career titles as possible. Should they proceed to reduce the number further by adding more personal variables, say to 7 careers, they may find it rather difficult to backtrack to find out what the other 18 careers were.<br><br>Even after the list has been printed, clients still have all of the remaining options available to them. They may continue to add new input in EXPLORE, change any of their answers, or leave EXPLORE to go to SPECIFIC, COMPARE, RELATED, etc. |

| OPTION | DESCRIPTION |
| --- | --- |
| CHANGE YOUR LAST ANSWER | If the client has just told the computer that s/he wants at least $30,000 per year, this would produce a drastic reduction in the number of careers satisfying the user's input. S/he may wish to find out immediately how many more careers would be available if s/he were willing to accept a slightly lower salary level. If the number for this option is typed in, the computer will immediately "forget" the previous answer and ask the user to type in a new response representing a lower salary level. Once the user does this, the computer will instantly re-search its data files and present a new, and larger number of available occupations in the "NOW" column of the score box. By checking the "BEFORE" and "NOW" figures, the user will be able to see immediately the consequence of this new decision regarding earning level sought.<br><br>Though earnings has been used in this example, this option is in effect for all topics in EXPLORE. |
| CHANGE AN EARLIER ANSWER | Let's assume that a client, in working through EXPLORE, has input data about his/her interests, aptitudes, education level, salary expectations, and preferences with regard to physical activities, in this order. S/he has just answered CHOICES' question regarding physical activities. If s/he wants to change his/her answer in physical activities, s/he should select the option "CHANGE YOUR LAST ANSWER". If s/he wants to backtrack and change an answer in a previously used topic, for example, interests, s/he should select the option "CHANGE A PREVIOUS ANSWER". CHOICES will then list all the topics which have been used, and ask the user to indicate which one s/he wishes to return to. Once the user has typed in the correct number for interests, it will then quickly review what the user previously said, and ask what the user wishes to change.<br><br>All other data, in the other topics employed by the user, remains unchanged. |

| OPTION | DESCRIPTION |
| --- | --- |
| GO TO YOUR NEXT CHOSEN TOPIC TO "EXPLORE" | If the client has more than 25 occupations remaining in the "NOW" column of the scorebox, and is satisfied with all of her/his input to this point in the conversation, s/he should probably select this option. The computer will automatically proceed to the next topic that the user specified.<br><br>If the user only selected four topics for use in EXPLORE and has used all of them, the computer will print a list of the remaining 8 topics in EXPLORE; then it will ask which additional topics the user wishes to select. |
| FORGET ABOUT "INTERESTS" AND GO ON | If the user has attempted to use one of the EXPLORE topics (the example here is Interests), but has changed his/her mind several times on input, or becomes frustrated with the topic, this option will cue the computer to erase everything the user has input about this topic. Then it will go on to other topics or routes. All input provided by the user in previous topics is retained. |
| FIND OUT WHY AN OCCUPATION WASN'T LISTED | At any point that the client has obtained a list of suggested occupations from the computer in the EXPLORE route, this will be one of the options.<br><br>If the user had the occupation Accountant in mind but it was not suggested by the computer, the user can receive an explanation of why CHOICES eliminated the occupation. Perhaps the user wanted a level of earnings higher than that provided by the occupation, or a higher education level was required.<br><br>Users simply type in the 7-digit code number for the occupation(s) they have in mind (from the CHOICES Occupation Index), and the computer will take it from there.<br><br>Note: If clients do, however, select the "Why Not?" option, they will then have left EXPLORE and cannot get back into the route except by starting it all over again. Therefore, clients should be encouraged to use "Why Not?" only when they feel they have used all the EXPLORE topics they wish to use and have received a satisfactory list of occupations from EXPLORE. |

| OPTION | DESCRIPTION |
|---|---|
| GET INFORMATION ON ANY OF THESE OCCUPATIONS | At any point that the user has obtained a list of suggested occupations, this option is available. If selected, this option will immediately leave EXPLORE and ask if the user wishes to go to SPECIFIC or COMPARE.<br><br>The user will then be asked to type in the appropriate 7-digit code number(s) for the desired occupation(s).<br><br>Note: If users select this option, they cannot continue their search in EXPLORE without re-starting the EXPLORE route. Therefore, encourage your clients to select this option only when they feel they have used all the EXPLORE topics they wish to use and have received a satisfactory list of occupations from EXPLORE. |
| START "EXPLORE" OVER AGAIN | If the user is unsatisfied or confused with the way the search has been proceeding, the selection of this option would be appropriate. Here the computer will totally erase from its memory everything the user has said, and re-start EXPLORE again. |
| LEAVE "EXPLORE" | The EXPLORE route may be left at any point. Encourage your clients not to leave EXPLORE before they have received at least one list of suggested occupations. |
| LEAVE THE SYSTEM | When your client feels s/he has taken the conversation with CHOICES as far as s/he wishes to go, this option should be selected. CHOICES will immediately print some suggestions for follow-up activities, then say goodbye to the user. When it has done this, all record of the conversation is erased from the computer's memory.<br><br>CHOICES will then print a summary of the client's "conversation". This is a concise summary noting how much time your client spent at the terminal, what routes and topics were chosen and other information you may wish to keep on file for the purpose of post counseling. |

# Using The Specific Route

The SPECIFIC ROUTE enables clients to obtain detailed information about any of the careers in CHOICES using the following TOPICS:

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Working Conditions
6. Future Outlook
7. Earnings
8. Hours of Work/Travel
9. Physical Demands
10. Physical Activities
11. Indoor/Outdoor
12. Training Required
13. Summary of Work
14. Similar Occupations
15. All of the above

To access information, in the SPECIFIC ROUTE, the client will need the CHOICES Career Index. You should keep one near the terminal at all times.

The Guidebook will explain to the client how the ROUTE and its TOPICS are used. After locating the 7-digit "CHOICES Number" (which is actually the SOC-Standard Occupational Classification Code), the client will write the number on the Guidesheet. Next, the client selects the TOPICS s/he wants to use to get information. These TOPIC numbers are also entered on the Guidesheet.

After entering this information into the system, CHOICES prints a TOPIC by TOPIC listing of the information it has about the career. A typical printout would look like the following:

2390-217 COUNTY AGRICULTURAL AGENT [096.127-010]
DEVELOPS, PROMOTES, AND PROVIDES SPECIAL AGRICULTURAL PROGRAMS IN A GIVEN DISTRICT; COLLECTS, ANALYZES, AND EVALUATES AGRICULTURAL INFORMATION. DEVELOPS WAYS TO SOLVE PROBLEMS SUCH AS CROP ROTATION AND SOIL EROSION. DEMONSTRATES TO FARMERS THE WAYS TO SOLVE THESE PROBLEMS. MEETS WITH PEOPLE FROM BUSINESS AND GOVERNMENT GROUPS TO TELL THEM ABOUT THE SERVICES THAT WERE DONE FOR FARMERS. INSPECTS UNHEALTHY PLANTS IN FIELDS AND GREENHOUSES. DECIDES WHAT STEPS NEED TO BE TAKEN TO SOLVE AGRICULTURAL PROBLEMS. PREPARES INFORMATION THAT CAN BE USED IN TEACHING FARMERS. GIVES SPECIAL CLASSES FOR OTHER AGENTS, FARMERS, AND OTHER INTERESTED GROUPS.

| | | |
|---|---|---|
| INTERESTS | -DEALING WITH PEOPLE AS | CLIENTS,CUSTOMERS,ASSOCIATES |
| | -WORKING TO IMPROVE THE | SOCIAL CONDITIONS OF OTHERS |
| | -DIRECTING, ORGANIZING OR | PLANNING AN ACTIVITY |
| | -ANALYTICAL, SCIENTIFIC OR | TECHNICAL WORK |
| APTITUDES | -LEVEL 2 | G. GENERAL LEARNING ABILITY |
| | | V. VERBAL APTITUDE |
| | -LEVEL 3 | N. NUMERICAL APTITUDE |
| | | Q. CLERICAL PERCEPTION |
| | -LEVEL 4 | S. SPATIAL PERCEPTION |
| | | P. FORM PERCEPTION |
| | | K. EYE-HAND COORDINATION |
| | | F. FINGER DEXTERITY |
| | | M. MANUAL DEXTERITY |
| TEMPERAMENTS | -HAS MANY DUTIES WITH | FREQUENT CHANGE. |
| | -WORKING INDEPENDENTLY AND | TAKING RESPONSIBILITY |
| | -GAINING THE CO-OPERATION OF | CO-WORKERS,HELPERS OR CLIENTS |
| | -INFLUENCING PEOPLE'S | OPINIONS, ATTITUDES AND DECISIONS. |
| | -MAKING DECISIONS BASED ON | PERSONAL KNOWLEDGE OR EXPERIENCE. |
| | -MAKING DECISIONS BASED ON | CONCRETE EVIDENCE. |
| EDUCATION LEVEL | -UNDERGRADUATE DEGREE(FURTHER SPECIALIZATION ADVANTAGEOUS) | |

ENVIRONMENTAL CONDITIONS -NORMAL

FUTURE OUTLOOK -STABLE

ANNUAL EARNINGS -$12,000($5.77/HR) TO $23,999($11.54/HR)

HOURS OF WORK/TRAVEL -IRREGULAR/NON-STANDARD HRS.

PHYSICAL DEMANDS -FREQUENTLY HANDLING LOADS UP TO 10 LBS-SOMETIMES UP TO 25 LBS.

PHYSICAL ACTIVITIES -SPEAKING
-HEARING

INDOOR/OUTDOOR -INDOORS AND OUTDOORS

TRAINING REQUIREMENTS -OVER 2 YEARS UP TO AND INCLUDING 4 YEARS
(FOR MORE DETAILS, ASK FOR A FLORIDA VIEW LEAFLET ON THIS OCCUPATION).

SIMILAR OCCUPATIONS

######## EXTENSION SUPERVISOR
SUPERVISES AND CO-ORDINATES ACTIVITIES OF WORKERS ENGAGED IN AGRICULTURAL OR HOME ECONOMICS SERVICES OF AGRICULTURAL EXTENSION PROGRAM WITHIN AN ASSIGNED REGION.

######## ADMINISTRATOR, DENTAL-HEALTH SERVICE
PLANS, ORGANIZES AND MAINTAINS DENTAL-HEALTH PROGRAM OF PUBLIC AND PRIVATE HEALTH AGENCIES.

######## AGRICULTURAL SCIENTIST
CONDUCTS RESEARCH AND EXPERIMENTATION IN SOIL COMPOSITION AND USE, LIVE-STOCK AND VEGETABLE FARMING TECHNIQUES, FARM MANAGEMENT AND AGRICULTURAL ECONOMICS, AND APPLIES THEM TO THE PRACTICE OF AGRICULTURE.

######## PLANT SCIENTIST
CONDUCTS EXPERIMENTS WITH WHEAT, CORN, POTATOES AND OTHER VEGETABLE AND FIELD CROPS, SOIL SUITABILITY AND NEW GROWING AND BREEDING METHODS, TO ENSURE HIGHER YIELD, IMPROVED QUALITY AND INCREASED PRODUCTION.

######## FIELD-SERVICE ADVISER, AGRICULTURE
ADVISES FARMERS ON GENERAL CARE OF ANIMALS AND POULTRY, CROPS, NUTRITION, DISEASE PREVENTION AND CARE.

######## AGRICULTURAL ECONOMIST
STUDIES ECONOMIC ASPECTS OF AGRICULTURAL PROBLEMS PERTAINING TO UTILIZATION OF RURAL RESOURCES AND PRODUCTION AND MARKETING OF FARM PRODUCTS IN ORDER TO IMPROVE EXISTING METHODS.

The SPECIFIC ROUTE can be used in a number of ways:

(1) Clients who have made a career decision and want further information about the career.

(2) Clients who have used EXPLORE or RELATED and desire to know the specific details of a career suggested by CHOICES.

(3) Clients who are apprehensive about using the terminal can become familiar with the system before using CHOICES.

(4) After using JOB BANK, clients may want to find out more about a specific career that was listed.

# Using The Compare Route

The COMPARE ROUTE will list the TOPICS about a career side by side so that clients can easily COMPARE the differences and similarities. This ROUTE is very similar to SPECIFIC but will allow the client to get information about two or three careers at the same time.

Clients can use any or all of the following TOPICS to get information about jobs:

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Working Conditions
6. Future Outlook
7. Earnings
8. Hours of Work/Travel
9. Physical Demands
10. Physical Activities
11. Indoor/Outdoor
12. Training Required
13. Summary of Work
14. Similar Occupations
15. All of the above

To use the COMPARE ROUTE, clients will need a Career Index to get the CHOICES numbers of the careers in which they are interested.

Again, the Guidebook explains this ROUTE and clients should enter the CHOICES numbers and the TOPIC numbers they want to use on the Guidesheet.

Below is a sample printout comparing 3 careers on the basis of Interests, Aptitudes, and Earnings.

HERE IS YOUR COMPARISON:

3990-238 POLYGRAPH EXAMINER (199.267-026)
QUESTIONS AND SCREENS INDIVIDUALS TO DECIDE IF PERSON IS TELLING THE TRUTH OR NOT, USING POLYGRAPH EQUIPMENT AND STANDARD POLYGRAPH TECHNIQUES. ATTACHES A PART OF EQUIPMENT TO INDIVIDUAL TO MEASURE AND RECORD CHANGES IN RESPIRATION, BLOOD PRESSURE, AND ELECTRICAL RESISTANCE OF SKIN AS RESULT OF PERSPIRATION CHANGES. STUDIES REACTIONS TO QUESTIONS OF A NONEMOTIONAL NATURE. STUDIES AND EXPLAINS INDIVIDUAL'S EMOTIONAL RESPONSES TO KEY QUESTIONS RECORDED ON GRAPH. VISITS MORGUES, EXAMINES SCENE OF CRIME, OR CONTACTS OTHER SOURCES, TO GATHER INFORMATION TO BE USED IN QUESTIONING SUSPECTS, WITNESSES, AND OTHER PERSONS. APPEARS IN COURT AS WITNESS ON MATTERS RELATING TO POLYGRAPH EXAMINATIONS. PREPARES REPORTS AND KEEPS RECORDS OF POLYGRAPH EXAMINATIONS. "SPECIAL NOTE" IN THE STATE OF FLORIDA, THIS JOB REQUIRES A LICENSE.
5132-223 POLICE OFFICER I (375.263-014)
PATROLS AN ASSIGNED AREA ON FOOT, USING A MOTORCYCLE OR CAR, OR ON HORSEBACK TO ENFORCE THE LAW . BECOMES FAMILIAR WITH THE ASSIGNED AREA AND THE PEOPLE RESIDING IN THE AREA. INVESTIGATES SUSPICIOUS PERSONS AND PLACES AND REPORTS ALL INFORMATION TO SUPERIOR OFFICER. INVESTIGATES ACCIDENTS and GIVES ASSISTANCE. REPORTS THE CAUSE AND RESULTS OF ACCIDENTS. BREAKS UP ROWDY CROWDS AT PUBLIC GATHERINGS. DIRELTS AND REROUTES TRAFFIC AROUND A FIRE OR OTHER DISRUPTION. INSPECTS PUBLIC PLACES THAT REQUIRE LICENSES. WARNS OR ARRESTS PERSONS THAT VIOLATE ANIMAL ORDINANCES. ISSUES TICKETS TO TRAFFIC VIOLATORS. WRITES AND FILES DAILY ACTIVITY REPORTS WITH THEIR SUPERIOR OFFICER. "SPECIAL NOTE" CANDIDATES MUST BE 21 YEARS OF AGE AND A U.S. CITIZEN AND MUST MEET CERTAIN HEIGHT, WEIGHT, AND VISION STANDARDS.
4632-220 POLICE AIDE (243.362-014)
PERFORMS TASKS IN A POLICE DEPARTMENT TO RELIEVE POLICE OFFICERS OF CLERICAL DUTIES. KEEPS RECORDS, BOOKS, AND FILES THAT PERTAIN TO THE ACTIVITIES OF THE POLICE DEPARTMENT. GIVES INFORMATION TO PUBLIC, OVER PHONE OR IN PERSON, CONCERNING ARRESTS, MISSING PERSONS, OR OTHER POLICE BUSINESS. OPERATES COMPUTER TERMINALS THAT SEND OUT AND RECEIVE INFORMATION.

| FLA. | FLA. | FLA. |
|---|---|---|
| POLYGRAPH EXAMINER (199.267-026) | POLICE OFFICER I (375.263-014) | POLICE AIDE (243.362-014) |
| 3990-238 | 5132-223 | 4632-220 |

| | | | |
|---|---|---|---|
| INTERESTS | -STUDYING OR COMMUNICATING ABOUT PEOPLE OR ANIMALS<br>-ANALYTICAL, SCIENTIFIC OR TECHNICAL WORK<br>-WORKING WITH MACHINES, EQUIPMENT OR PROCESSES | -DEALING WITH THINGS, NUMBERS AND OBJECTS<br>-DEALING WITH PEOPLE AS CLIENTS,CUSTOMERS,ASSOCIATES<br>-WORKING TO IMPROVE THE SOCIAL CONDITIONS OF OTHERS<br>-DIRECTING, ORGANIZING OR PLANNING AN ACTIVITY<br>-STUDYING OR COMMUNICATING ABOUT PEOPLE OR ANIMALS | -DEALING WITH THINGS, NUMBERS AND OBJECTS<br>-DEALING WITH PEOPLE AS CLIENTS,CUSTOMERS,ASSOCIATES<br>-DETAILED,ORGANIZED WORK BASED ON REGULAR SEQUENCES.<br>-STUDYING OR COMMUNICATING ABOUT PEOPLE OR ANIMALS<br>-WORKING WITH MACHINES, EQUIPMENT OR PROCESSES |
| APTITUDES | -LEVEL 1<br>V. VERBAL APTITUDE<br>-LEVEL 2<br>G. GENERAL LEARNING ABILITY<br>P. FORM PERCEPTION<br>Q. CLERICAL PERCEPTION<br>-LEVEL 3<br>S. SPATIAL PERCEPTION<br>K. EYE-HAND COORDINATION<br>M. MANUAL DEXTERITY<br>-LEVEL 4<br>N. NUMERICAL APTITUDE<br>F. FINGER DEXTERITY | -LEVEL 3<br>G. GENERAL LEARNING ABILITY<br>V. VERBAL APTITUDE<br>S. SPATIAL PERCEPTION<br>P. FORM PERCEPTION<br>Q. CLERICAL PERCEPTION<br>K. EYE-HAND COORDINATION<br>M. MANUAL DEXTERITY<br>-LEVEL 4<br>N. NUMERICAL APTITUDE<br>F. FINGER DEXTERITY | -LEVEL 3<br>G. GENERAL LEARNING ABILITY<br>V. VERBAL APTITUDE<br>Q. CLERICAL PERCEPTION<br>-LEVEL 4<br>N. NUMERICAL APTITUDE<br>P. FORM PERCEPTION<br>K. EYE-HAND COORDINATION<br>F. FINGER DEXTERITY<br>M. MANUAL DEXTERITY<br>-LEVEL 5<br>S. SPATIAL PERCEPTION |
| ANNUAL EARNINGS | -$24,000($11.54/HR) TO $27,999($13.47/HR) | -$18,000($8.66/HR) TO $23,999($11.54/HR) | -$10,000($4.81/HR) TO $11,999($5.77/HR) |

This ROUTE can be used by clients for several reasons:

(1) Clients who have two or three tentative career goals and are trying to decide among them.

(2) Clients who have used EXPLORE or RELATED and wish further information about several occupations before narrowing their career possibilities further.

(3) Some clients are intimidated by the system. By using the COMPARE ROUTE, they can see how the system operates in a non-threatening way.

(4) After using JOB BANK, the client may have several job openings in mind. By using the COMPARE ROUTE, s/he can compare the similarities and differences in the career TOPICS to find the job that suits her/his needs.

# Using The Related Route

The RELATED ROUTE allows the client to locate all those careers that share specified characteristics. The client enters the CHOICES number for which s/he wants to find related jobs. After listing the TOPICS that s/he considers important, CHOICES matches the specified career to other jobs in CHOICES.

The TOPICS available in RELATED are:

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Future Outlook
6. Earnings
7. Physical Demands
8. Indoor/Outdoor
9. Career Fields

This ROUTE is explained in the Guidebook. After deciding on a career and TOPICS, the client enters this information on the Guidesheet. Clients can use any of the TOPICS, but not more than 3 at a time.

The RELATED ROUTE will not list jobs that have similar duties to the one the client requests. It does select jobs whose TOPICS match those that the client lists as being important to him/her.

The following printout lists related careers for #1250-232 FASHION COORDINATOR based on the following TOPICS: Interests, Temperaments, and Career Fields:

FOR THE AREA FLA.....
I THINK, BASED ON WHAT YOU'VE TOLD ME SO FAR, CAREERS LIKE THE FOLLOWING MIGHT MEET YOUR NEEDS:

1444-220 PURCHASING AGENT [162.157-038]
1430-247 PRISONER CLASSIFICATION INTERVIEWER (166.267-022)
1430-238 EMPLOYMENT INTERVIEWER (166.267-010)
1420-208 MANAGEMENT ANALYST (161.167-010)
1419-214 CREDIT AND COLLECTION MANAGER (168.167-054)
1370-214 MANAGER, OFFICE [169.167-034]
1354-211 BUSINESS REPRESENTATIVE, LABOR UNION [187.167-018]
1353-229 PROPERTY MANAGER [186.167-046]
1352-211 RECREATION SUPERVISOR [187.137-010]
1352-208 MANAGER, RECREATION ESTABLISHMENT (187.117-042)
1351-229 MANAGER, FOOD AND BEVERAGE (187.167-106)
1351-208 HOTEL / MOTEL MANAGER [187.117-038]
1330-214 CONSTRUCTION SUPERINTENDENT (182.167-026)
1320-217 PRODUCTION SUPERINTENDENT (183.117-014)
1283-232 EDUCATION SUPERVISOR, CORRECTIONAL INSTITUTE [099.117-014]
1250-229 ACCOUNT EXECUTIVE, ADVERTISING [164.167-010]
1250-211 MANAGER, ADVERTISING (163.167-010)
1240-205 MANAGER, PROCUREMENT SERVICES (162.167-022)
1230-208 MANAGER, PERSONNEL [166.117-018]
1220-211 MANAGER, FINANCIAL INSTITUTION (186.117-038)
1210-229 MANAGER, INDUSTRIAL ORGANIZATION (189.117-022)

The RELATED ROUTE is useful for many reasons:

(1) Clients with previous work experience or job training who are looking for a new career may want to use this ROUTE. They may want a new job but would prefer that it had some of the same characteristics as a previous job.

(2) Some clients may be ready to make a career decision but wish to discover whether they will be able to try other careers.

# Using The Job Bank Route

Job Bank enables clients to obtain a list of job openings registered with Florida State Employment Service. This listing is updated each day and can be accessed by government or private sector. The job search can be further refined by selecting a specific career or the location of the job.

In Job Bank, the client will first decide whether the LOCATION of the job or the JOB ITSELF is most important to him/her. Many clients will use LOCATION to see local job openings.

If the client decides that location is more important than the job, he/she must then choose between:

1. Private Sector Jobs
2. State of Florida Jobs or
3. Federal Government Jobs

State and Federal jobs do not allow the client to localize their job search. Private sector jobs can be localized by region and/or Florida State Employment Service Office. An example follows:

EXAMPLE

We have divided Florida into 6 different regions. Please look at the list below and select the region you want to use.

1. Northwest Florida (Pensacola, Tallahassee)
2. North Central Florida (Perry, Ocala, Gainesville)
3. Northeast Central Florida (Jacksonville, Daytona)
4. West Central Florida (Tampa, Clearwater)
5. Central Florida (Orlando Area)
6. East Central Florida (Ft. Lauderdale, Vero Beach)
7. Southwest Florida (Ft. Myers, Sarasota)
8. Southeast Florida (Miami Area)

Please type 1, 2, 3, 4, 5, 6, 7, or 8.

Clients should be encouraged to use as much flexibility as possible when using Job Bank. For Example: "Career Fields" should be used in most cases rather than "Specific" Careers. By doing this, many more job openings will be listed. There may be some jobs for which the client is qualified or interested in pursuing but may not have considered. Job openings vary from day to day so in most cases clients will save time by using Career Fields instead of entering one career at a time.

JBList is a program that will allow you to receive a listing of all careers, grouped by Career Fields, listed at a specific E. S. Office. This is a separate program and cannot be accessed in the Job Bank route. The command *Assign to Program JBList followed by typing in Assign will give you access to JBList. JBList will next ask you for the E. S. Office number in which you want to get a job listing. The E. S. Office numbers are in the Appendix of this manual. This listing can be used to post local job areas in all fields.

After the client has used Job Bank, he/she may need further assistance. Consider these two possibilities:

1. If the client does not know much about the specific career titles, he/she can use the Specific and Compare Routes to obtain information about the unfamiliar occupations.

or

2. If a client has searched for a specific career and did not receive a satisfactory list, the counselor should encourage the client to use Career Fields.

Job Bank can also be used to:

A. Develop Realism. Point out to the client that these are actual job openings and usually represent minimum salaries.

B. Encourage Flexibility. Discuss with the client answers he/she did not understand. Have the client note alternatives to try during the next session at the terminal.

C. Encourage Further Exploration. Suggest that the client use SPECIFIC and COMPARE to find out more about the careers suggested by Job Bank.

D. Suggest Mobility. Have a client start by looking at first the whole state, then their region and finally their community. Encourage the client to consider how job openings may vary from location to location.

E. Develop Planning Skills. As you talk to the client, develop a plan for either more exploration or implementation of placement goals. This is an essential "action step" that should occur in effective counseling.

A few reminders about Job Bank:

1. Simply because a job is listed does not mean that a specific job is still open. Job Bank is current each day,

but in a tight job market, many referrals will be made within 24 hours.

2. The education and experience levels listed are those suggested by the employer.

3. The pay levels indicated are minimum levels. Actual salaries paid may be significantly higher, depending on experience, education, references, etc.

4. You need to establish a strong contact with your local FSES office. Learn their procedures and cue your clients to them before they visit FSES. Your CCDS representative can help you establish a set of localized procedures in conjunction with the local FSES office staff. You may also have a need for a (1) referral or (2) follow-up card.

# Using The Education/Specific Route

The Education File has information on Florida's schools (community colleges, vocational-technical centers and universities) and programs.

The EDUCATION/SPECIFIC ROUTE will allow clients to get detailed information about a school and its programs. Before using the EDUCATION FILE, clients will need the SCHOOL INDEX to find the school number (7 digits) in which they are interested. After typing in this number, CHOICES will give a list of TOPICS that can be used to get information.

The Topics in the Education File are as follows:

| | | |
|---|---|---|
| 1. | GENERAL INFORMATION ABOUT THE SCHOOL | Brief description, address, telephone number, geographic location, school type, accreditation, student enrollment. |
| 2. | ADMISSIONS INFORMATION | Education requirements, application deadline, application fee, grade point average for in-state transfer, admissions address, required entrance exams and minimum score. |
| 3. | COSTS | Costs per grade level, hour or session and room and board. |
| 4. | FINANCIAL AID INFORMATION | Application deadline, sources or types of aid offered. |
| 5. | HOUSING | Are dorms available? |
| 6. | STUDENT SERVICES | Are career counseling, guidance services, and placement services offered? |
| 7. | SERVICES FOR HANDICAPPED | Are there facilities and learning aids available for the handicapped? |
| 8. | PROGRAM TYPES | Is the program offered during regular hours or only at night? |
| 9. | PROGRAM AWARDS | AA, AS, Bachelors, Masters, Specialist Degree, Doctoral Degree, etc. |
| 10. | PROGRAMS OF STUDY | Lists programs by name, number, and Program award. |

At present, there is only one ROUTE (SPECIFIC) to get educational information. The EXPLORE ROUTE is being developed and will be implemented in early 1984. The EXPLORE ROUTE will allow clients to search for schools by major or program of study. After indicating the award level they wish to pursue (i.e., Vo-Tech, A.S., A.A., B.S., M.S., Phd.), clients can enter a 6-digit number (CIP number) for a particular program (ex. 060201, Accounting). CHOICES will generate a list of schools offering that program at the specified award level. After reviewing the list of schools, clients can use the Education SPECIFIC ROUTE to get detailed information about the school.

The CIP Code (Classification of Instructional Programs) is a national taxonomy used to code academic and training programs. The code consists of 6 digits. A program in Agricultural Economics, for example, would be coded 010103. Each group of numbers represent the following:

| 01 | 01 | 03 |
|---|---|---|
| Major Group (Agriculture) | Minor Group (Agricultural Business & Management) | Sequential Program Number (Agricultural Economics) |

# CHAPTER FOUR

# The Topics In CHOICES

All career information in CHOICES is stored in categories called TOPICS. Each TOPIC is comprised of several FACTORS. There are thirteen (13) TOPICS used in the Career File in CHOICES:

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Working Conditions
6. Future Outlook
7. Earnings
8. Hours of Work/Travel
9. Physical Demands
10. Physical Activities
11. Indoor/Outdoor
12. Career Fields
13. Training Required
14. Similar Occupations

Everything the computer does is based on its "knowledge" of careers in terms of these TOPICS. It is very important that you understand the meaning of each TOPIC so that you can effectively help your clients to use the system. Not all TOPICS can be used for all ROUTES. Each TOPIC has its own counseling peculiarities and utilizes a unique computer sort strategy.

On the following pages each TOPIC and its FACTORS will be described. Each TOPIC will show a chart listing each FACTOR and how many careers are coded to it. "Coded" simply means that each career is identified by certain FACTORS in each TOPIC. For example, if a client does not want a job that deals with INTEREST FACTOR four, Social Welfare, CHOICES would eliminate all jobs in CHOICES that are identified or coded to that FACTOR. However, if the client wants a job with this FACTOR, all jobs that do not have this FACTOR will be eliminated. Knowing how many careers are coded to each FACTOR should be very helpful when interpreting the results of a client's computer printout. If a client "loses" jobs very quickly, you should refer to these charts to see how many careers were coded to the factors chosen by the client. S/he may want to change an answer if there were several FACTORS that s/he liked or disliked. Sometimes clients may run out of jobs before they used very many TOPICS. They may be willing to prioritize their TOPICS differently and/or change their mind about some of their FACTORS. You should help them to understand the elimination process in CHOICES. However, the final decisions should be theirs. Even if a TOPIC does eliminate jobs very quickly, they should still use it if it is important to them. Your role, however, is to help them understand the consequences of their decisions.

# 1. Interests

## Description

Each career in CHOICES has been analyzed in terms of ten different work FACTORS. Each career has been assigned between three and six of the FACTORS, on the basis of the strength of the relationship between the actual work duties and the individual interest FACTORS. These FACTORS are used as a means of identifying careers which involve activities relating to a client's expressed likes and dislikes among the FACTORS. The diagram below lists each Interest FACTOR and the percentage of careers coded to each FACTOR:

| FACTOR | | Percent of careers coded to each FACTOR |
|---|---|---|
| 1 | Things, Numbers, Objects | 79 |
| 2 | Business Contact | 35 |
| 3 | Routine and Organized | 51 |
| 4 | Social Welfare | 13 |
| 5 | Direction and Control | 22 |
| 6 | Communication | 31 |
| 7 | Scientific or Technical | 21 |
| 8 | Abstract or Creative | 14 |
| 9 | Machines and Processes | 59 |
| 10 | Clearly Visible Results | 25 |

This TOPIC can be used in the following ROUTES:

EXPLORE, SPECIFIC, COMPARE, RELATED

## Factors

The Interest FACTORS employed by CHOICES are subjective. For an occupation to be coded to a certain FACTOR means that, in the judgment of professional occupational analysts, sufficient elements of the FACTOR are in evidence in the tasks, duties and functions of the occupation to warrant an indication that the FACTOR is appropriate for the occupation.

The computer's apparent certainty can be extremely misleading to your clients unless you explain why it "thinks" the way it does. Even though CHOICES

may consider a given FACTOR not existing for a particular occupation, some of your clients may consider the FACTOR as a very real part for the same occupation. This is valid.

Even though an occupation may not be coded to a certain FACTOR, it does not mean that the FACTOR does not exist in the occupation. There is an element of each Interest FACTOR in every occupation. If the FACTOR is not sufficiently represented in the occupation, the occupation will not be coded to it. Sometimes the coding made by occupational analysts requires "judgment calls." In many cases, the decisions were close but they had to make a decision one way or the other. As far as the computer is concerned, either the occupation contains a certain Interest FACTOR or it does not. There are no maybe's in between. Of course the real world is made up of very few occupations that contain all one Interest FACTOR and none of another. Subtle levels in between are the rule rather than the exception.

When the computer says a FACTOR does not apply to a career, it means that, on a scale of one-to-ten, the FACTOR may warrant a 3 or 4 (making it a close miss). Some people who find this FACTOR appealing may be satisfied with a four out of ten. There is enough of the FACTOR in evidence in the occupation to satisfy them.

Your clients will be asked to decide which of the Interest FACTORS they would like and which they dislike. Interest FACTOR selections will tend to eliminate many careers. It is, therefore, critical that choices be made carefully. Your clients must not only select the FACTORS they wish, or do not wish, they must also rank their selections. They will need your help to do this properly, to fully understand just exactly what each FACTOR means, and how their experiences and character coincide with each.

Because the FACTORS are of a subjective nature, people's perceptions of their actual meanings vary. If ten different people were asked to describe in their own words what any one of the Interest FACTORS means to them, each description would probably be different. However, it is not important to understand how other people view each of the FACTORS. What is critical is to understand how CHOICES perceives each FACTOR. What follows is a description of the ten Interest FACTORS used in CHOICES:

INTEREST 1:
WORKING WITH THINGS, NUMBERS OR OBJECTS

This is an interest in dealing with inanimate objects and the mechanical, numerical and spatial qualities of things.

Examples in Job Situations are:

* folding over the previously cemented edges of leather vamps, tongues and quarters of shoes by machine to strengthen the edges and give them a smooth, finished appearance;
* conducting research into motion of projectiles fired from guns; and,
* preparing detailed scale drawings and tracings for blueprints from rough sketches, using drafting tools and equipment.

Examples in Life-Experience Situations are:

* working with hand tools such as wrenches, scissors, screw drivers and pliers;
* working in a hardware store;
* visiting factories, shops or other places where things are being made;
* learning ceramics and making ornamental or household objects;
* building a working model of a computer from a kit; and,
* tinkering with engines, motors or appliances.

INTEREST 2:
DEALING WITH PEOPLE AS CLIENTS, CUSTOMERS, OR ASSOCIATES IN BUSINESS SITUATIONS

This interest includes interviewing, selling, making public appearances, conducting business surveys, advertising, dispensing information, supervising workers and maintaining harmony among them, arranging details of meetings, making appointments, taking commercial and business administration courses.

Examples in Job Situations are:

* soliciting customers, frequently door-to-door, to demonstrate and sell merchandise; and,
* managing various functions of employee unions, such as handling relations of union with public, press and employers, promoting membership, arranging details of meetings, hiring halls and obtaining speakers.

Examples in Life-Experience Situations are:

* selling Christmas cards, tickets for school plays, or soliciting donations for charity drives;
* waiting on tables to earn spending money;
* calling stores on the telephone to obtain information about a certain product;
* being the public relations officer of a club or group; and,
* buying articles at auctions and reselling them.

INTEREST 3:
DOING DETAILED ORGANIZED WORK FOLLOWING REGULAR SEQUENCE OF ACTIVITIES

This is a preference for activities which are organized and routine, and which deal with the concrete; a liking for detailed work, for the ordinary, usual and customary, and for performing within a framework of established procedure.

Examples in Job Situations are:

* assisting other workers by keeping them supplied with materials, tools, and supplies, or performing routine machine operations such as feeding or unloading machines; and,

* typing on forms such information as customer's name and address, serial number of account, terms, amount of payment due, and amount of overdue payment.

Examples in Life-Experience Situations are:

* working on an assembly-line job;
* arranging data numerically;
* arranging data alphabetically;
* doing the same work until finished;
* having established rules to work by;
* sorting things according to size and other characteristics;
* operating an adding machine all day;
* proofreading another's work; and,
* filing records according to a coding system.

INTEREST 4:
WORKING TO IMPROVE THE SOCIAL CONDITIONS OF OTHERS

This is an interest in working with people for their presumed good as in the social welfare sense; dealing with people and language in social situations; a liking for verbal and personal contact, language and social sciences, social and cultural pursuits.

Examples in Job Situations are:

* organizing recreational groups and works to promote the development of social attitudes and adjustments among the participants; and,
* analyzing the needs of students and job-seekers and giving counsel in terms of personality and abilities, applying an understanding of individuals in terms of their personality adjustment.

Examples in Life-Experience Situations are:

* teaching handicrafts to small children;
* collecting clothing, toys, etc., to give to needy families;
* accompanying handicapped children on school buses to help them board or leave buses and to assist them in climbing school stairs;
* interviewing and counseling people about personal, financial or job problems;
* being a counselor at a summer camp;
* assisting people when they are sick or in trouble;
* being a volunteer in a hospital; and,
* helping others to solve their problems.

INTEREST 5:
WORKING TO GAIN THE RESPECT AND ESTEEM OF OTHERS

This is an interest in work resulting in prestige or the esteem of others; leadership, planning; association with prominent

people; controlling business transactions; being in charge of administrative matters; being a key figure in any field of activity, such as art, business, science, or social service.

Examples in Job Situations are:

* conducting the public performances of an orchestra;
* teaching all grades in a rural school; handling all administrative details and being in complete charge; and,
* writing feature articles on screen celebrities and motion picture producers, frequenting the haunts of the famous and successful, and cultivating their acquaintance.

Examples in Life-Experience Situations are:

* being recognized in community for civic club activities;
* speaking in public;
* achieving celebrity status in some field - art, politics, sports;
* producing an amateur play;
* being a judge at a flower show:
* editing a school or club paper;
* directing a church choir; and,
* being a delegate to a convention.

INTEREST 6:
STUDYING OR COMMUNICATING IDEAS ABOUT PEOPLE

This is a preference for people and animated objects, linguistic activities, verbalization and the communication of ideas. The concept of "people" carries no implication of direct contact. People may be contacted, but the interest may manifest itself in writing about people, portraying roles, or reporting events about them; in speechmaking or in social planning. The concept of "people" also implies dealing with animals when the animal is regarded in terms of its own individuality, but not in the sense of grading animals for sale or as objects of scientific study.

Examples in Job Situations are:

* playing parts requiring deftness of make-up and impersonation of such characters as an old person or a garrulous servant; and,
* writing news coverage of foreign events, utilizing knowledge of political and military personalities native to the country.

Examples in Life-Experience Situations are:

* writing poetry, stories or songs;
* interviewing persons to get their opinions on current events;
* seeing the current productions on Broadway;
* classifying books for a library;
* listening to book discussion forums on TV or radio;
* attending public hearings, or criminal or civil trials;
* making up a comic strip; and,
* training one's dog, or other animal.

INTEREST 7:
DOING SCIENTIFIC, TECHNICAL, OR ANALYTICAL WORK

This is an interest in scientific studies or hobbies; find out things on own initiative; curiosity about natural phenomena and their causes; spare-time scientific reading and general awareness of scientific advances.

Examples in Job Situations are:

* discovering general facts and interpreting quantitative information by application of statistical methods to a mass of related individual observations; and,
* developing tests and experiments to measure mental characteristics of human beings.

Examples in Life-Experience Situations are:

* learning about dietary values of food;
* using statistics to analyze a problem in social science;
* studying specimens under a microscope;
* experimenting with building a solar energy furnace;
* studying the origin of language and developing a theory about it;
* reading science magazines and textbooks outside course requirements;
* figuring out possible solutions to puzzling natural phenomena;
* exploring in order to collect fossils, fauna, flora;
* making systematic observations of such things as meteors, ant hills, rocks;
* sifting evidence to solve problems; and,
* experimenting with the best methods of growing plants.

INTEREST 8:
DOING SCIENTIFIC, TECHNICAL, OR ANALYTICAL WORK

This is a tendency to prefer varying situations unstructured by precedent; broad meanings, generalizations, abstractions; organizing elements of a situation into a unified whole; employing universal values or theories to arrive at new solutions to problems or to achieve ideal representations.

Examples in Job Situations are:

* painting still lifes, abstract designs and other compositions, harmonizing complex relationships of line, design and mass into unified and pleasing arrangements;
* studying physical and social environment of welfare client to solve problems;
* interviewing client to determine nature of problem; and,
* diagnosing problems, considering factors involved and planning treatment.

Examples in Life-Experience Situations are:

* originating designs to carve or paint;
* applying mathematical theory to unexplored phenomena in nature;
* writing stories, poetry or songs;
* designing historic costumes;
* participating in community project planning;
* experimenting with camera for trick photography;
* studying various hypotheses as to the origin of the universe; and,
* exploring the strange, unusual, unknown.

INTEREST 9:
WORKING WITH MACHINES, PROCESSES OR TECHNIQUES

This is a preference for self-centered activities that can be carried out alone in relation to machines, processes and techniques. There is no implication of isolation from others but only that individual effort, knowledge and self-reference predominates in relation to a definitely organized technique or process.

Examples in Job Situations are:

* operating an automatic camera to photograph the finish of horse races; projecting films on screen for study of judges and spectators whenever a close finish occurs; and,
* setting up, adjusting and operating light signals used in surveying by triangulation.

Examples in Life-Experience Situations are:

* taking a machine shop course in high school or trade school;
* driving an automobile or truck:
* working with a machine having many moving parts;
* soldering leaking automobile radiators;
* operating a printing press;
* tinkering with engines and motors;
* studying a machine in operation to understand how it functions;
* steering a boat, using a compass or sextant;
* developing pictures in a darkroom; and,
* operating a saw, loom, or punch press.

INTEREST 10:
SEEING RESULTS QUICKLY

This is a preference for achieving tangible results with relative unconcern for status aspirations. It involves a goal of achieving a tangible product with constant awareness of what is being made. Satisfaction is derived from the completed product, whether it be a cake, a machine part, fine cabinetwork, an electronic assembly or a prolific vegetable garden.

Examples in Job Situations are:

* installing radios in automobiles; completely attaching all parts; making electrical connections, and adjusting tuning. At completion of job, radio must operate properly;
* preparing, stuffing and mounting skins of birds or animals in lifelike form; and,
* fashioning dental plates from impressions taken of patients' gums by dentist.

Examples in Life-Experience Situations are:

* doing needlework such as embroidery, patchwork or applique;
* making dresses;
* constructing doll houses;
* making breads and pastries;
* tooling handbags, wallets and other leather goods;
* mounting and framing pictures;
* building scale models;
* developing, printing and enlarging pictures;
* wallpapering a room;
* making beaded bags;
* constructing a flagstone terrace;
* adjusting automobile ignition systems, generators or storage batteries;
* mixing ingredients by precise formulae;
* planting, tending and harvesting a garden;
* finishing and painting furniture;
* building boats;
* knitting sweaters;
* grinding lenses, constructing a mount and completing a telescope; and,
* whittling small statues.

If Interest FACTOR selections are not made very carefully, CHOICES will generate misleading answers. If done well, the results will be excellent.

## Information Source

Guide for Occupational Exploration
Dictionary of Occupational Titles, 3rd Edition, Vol. II

## Pointers

* Interest FACTORS will tend to eliminate many careers very quickly. It is best if your clients start with only one like and perhaps one dislike. If a client uses too many factors at first, CHOICES will probably eliminate careers much too quickly. Interest FACTORS which aren't really very important to the client may override more important answers in later TOPICS. Later, if they have not reduced their options sufficiently, they can add others.

* It is important that your clients understand that each time a response is given on a TOPIC/FACTOR, the number of careers available is reduced. Remember the elimination process explained earlier in the EXPLORE ROUTE. Clients sometimes think that they are building a list of careers. Instead, all careers are available at the beginning of a conversation and each time a preference is given, careers not matching the preference are eliminated.

# 2. Aptitudes

## Description

Aptitudes are ratings of a person's ability to do or learn different skills. Aptitudes are not based on what a person already knows; they are ratings that try to tell how quickly and easily a person learns. Every career in CHOICES has been analyzed according to the level of capacity or ability it requires in each of the nine different categories. Aptitudes are used as a means of identifying careers that match your client's self-estimated or tested abilities.

Each occupation in the system is coded to one of the four (4) possible levels for each of the nine aptitude scales. The four (4) levels are as follows:

Level 1. Top 10% (High)
Level 2. Top 1/3 (Above Average)
Level 3. Middle 1/3 (Average)
Level 4. Lower 1/3 (Below Average)

The Aptitudes scales used in CHOICES are the first nine scales of the General Aptitude Test Battery (GATB). The levels coded for each career are based on the DOT structure. (See the CHOICES/GATB crosswalk in the Appendix.)

Although aptitude test results are not required when using the APTITUDES TOPIC in CHOICES, testing can help to assure appropriate selection of aptitude levels. Although the GATB is more directly applicable for CHOICES (see the GATB/ASVAB crosswalk in the Appendix), other tests can be highly useful. When time permits, Aptitude testing is encouraged.

Input of Aptitude data can result in the rapid elimination of careers. Many clients may underestimate their abilities if they have not taken an aptitude test. If a client is not sure about his/her aptitude on a given scale, encourage him/her to choose the higher level. In search routines, the computer will eliminate careers requiring higher levels of aptitude than the client appears to possess. If the client selects the lower level, all careers in the next higher level would have been eliminated.

The following chart shows how many careers are coded to each Aptitude factor and Level:

| FACTOR | | Percent of careers coded to each Factor and Level | | | |
|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 |
| G | General Learning Ability | 13 | 50 | 27 | 10 |
| V | Verbal Aptitude | 27 | 40 | 23 | 10 |
| N | Numerical Aptitude | 37 | 45 | 13 | 4 |
| S | Spatial Perception | 41 | 38 | 18 | 4 |
| P | Form Perception | 35 | 45 | 18 | 2 |
| Q | Clerical Perception | 53 | 34 | 12 | 1 |
| K | Eye-Hand Coordination | 44 | 48 | 8 | 0 |
| F | Finger Dexterity | 50 | 39 | 10 | 1 |
| M | Manual Dexterity | 29 | 61 | 9 | 1 |

This TOPIC can be used in the following ROUTES:

EXPLORE, SPECIFIC, COMPARE, RELATED

## Factors

Effective use of Aptitudes will depend upon your knowledge (and through you, that of your clients) of the actual meaning of the Aptitude Scales used in CHOICES. Therefore, what follows is a detailed description of each of the nine aptitude scales used by CHOICES:

APTITUDE FACTOR "G" - INTELLIGENCE (GENERAL LEARNING ABILITY

General learning ability is the ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.

APTITUDE FACTOR "V" - VERBAL

Verbal aptitude is the ability to understand meanings of words and ideas associated with them, and to use them effectively; to comprehend language, to understand relationships between words and to understand the meaning of whole sentences and paragraphs; to present information or ideas clearly.

Examples in Work Situations - mastery of texts used in training and reference materials used in work process; presentation or understanding of oral or written instructions or specifications; mastery of technical terminology.

APITUTUDE FACTOR "N" - NUMERICAL

Numerical aptitude is the ability to perform arithmetic operations quickly and accurately.

Examples in Work Situations - devising statistics, using computers, keeping time and production records, laying out geometric patterns, weighing, making accurate measurements or checking numerical entries. Consider the speed and continuity of the numerical operations as well as the complexity of the operation.

APTITUDE FACTOR "S" - SPATIAL

Spatial aptitude is the ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects; to recognize the relationships resulting from the movement of objects in space. Frequently described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

Examples in Work Situations - reading blueprints, solving geometry problems; laying out, positioning and aligning objects; observing movements of objects such as vehicles in traffic or machines in operation, and comprehending how the movements affect their spatial position; achieving balanced design; understanding and anticipating the effects of stresses in structural situations.

APTITUDE FACTOR "P" - FORM PERCEPTION

Form perception is the ability to perceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures, and widths and lengths of lines.

Examples in Work Situations - inspecting surfaces for consistency in shading, scratches, flaws, grain, texture and the like; observing lint, dust, etc., on surfaces; determining if patterns match or are correct; recognizing small parts.

APTITUDE FACTOR "Q" - CLERICAL PERCEPTION

Clerical perception is the ability to perceive pertinent detail in written, verbal, or tabular materials; to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Examples in Work Situations - reading work orders, specifications, dials, guages and measuring devices; perceiving individual characters in proofreading words and numbers.

APTITUDE FACTOR "K" - EYE-HAND COORDINATION

This is the ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; to make a movement response accurately and quickly.

Examples in Work Situations - guiding hand movements by concentrated visual attention; guiding objects into position or assembling parts.

APTITUDE FACTOR "F" - FINGER DEXTERITY

This is the ability to move fingers and manipulate small objects with the fingers rapidly and accurately.

Examples in Work Situations - handling bolts and screws; manipulating small tools, machine controls and the like; playing musical instruments; making fine adjustments and alignments to instruments and machines.

APTITUDE FACTOR "M" - MANUAL DEXTERITY

This is the ability to move the hands easily and skillfully; to work with the hands in placing turning motions.

Examples in Work Situations - using hand and wrist movements in placing and turning motions and in pushing and pulling activities.

## Information Source

Classification Structures for Career Information (NOICC)

## Pointers

* Clients often underestimate their level of aptitude, either through self-doubt or modesty.

* This is a long topic that requires a good deal of forethought. Check the client's Guidesheet carefully and discuss their answers with them before they use the terminal.

* Encourage your clients to compare self estimates with GATB results. This can help them grow in self awareness.

# 3. Temperaments

## Description

Temperaments identify different preferences for ways of performing in work. These preferences relate to an individual's values and personality. Each career has been assigned between four and seven of these factors according to the relationship between each factor and the actual tasks, duties and functions performed in the career.

The Temperament factors employed by CHOICES are subjective. If a career is coded to a given factor, it means that, in the judgment of professional occupational analysts, sufficient elements of the factor are in evidence in the tasks, duties and functions of the career in question to warrant an indication that the factor is appropriate for the career.

Use of this TOPIC will cause jobs to be eliminated very quickly. Encourage your clients to choose only one temperament they like and perhaps one temperament they dislike. Later, after having used other TOPICS, they may come back to Temperaments to narrow their list of potentially suitable careers. Your clients will need your help to fully understand what each Temperament factor means. Be sure to point out that some element of these factors exist in every career but its presence may not be considered significant enough to code a career to a given factor.

The following chart shows how many careers are coded to each Temperament factor:

| FACTOR | | Percent of occupations coded to each Factor |
|---|---|---|
| 1 | Variety | 42 |
| 2 | Repetition | 41 |
| 3 | Following exact orders | 24 |
| 4 | Working independently | 63 |
| 5 | Gaining cooperation | 42 |
| 6 | Influencing others | 13 |
| 7 | Stress or risk | 8 |
| 8 | Individual judgment | 54 |
| 9 | Measurable standards | 70 |
| 10 | Expressing oneself | 8 |
| 11 | Meeting strict standards | 70 |

This TOPIC can be used in the following ROUTES:

EXPLORE, SPECIFIC, COMPARE, RELATED

## Factors

People's perceptions of the meaning of each factor will vary. Nonetheless, in order to get reliable feedback from CHOICES, it is vital that users understand not how other people perceive each factor but how the computer does. A breakdown of the factors follows, describing precisely what criteria the occupational analysts used in determining the categories for CHOICES:

FACTOR 1:
DOING MANY DUTIES THAT CHANGE OFTEN

As a Personality Characteristic:

It is a tendency to seek out situations which involve variety and change, which permit attention to be shifted from one thing to another rather than focus on the same thing for long periods, and which provide opportunity for encountering the new and unexpected. This may be thought of as a capacity for adjustment or as a disposition which:

* can keep track of different things;
* adjusts to changes in pace of activities;
* can move with ease from one task or frame of mind to another, quite different one;
* likes to be where several things are going on at once; and,
* can cope with continually changing, often conflicting circumstances.

As Seen in Workers:

* factory maintenance worker applying skills of several trades in order to keep machines, mechanical equipment and structures in good repair;
* advertising manager organizing meetings, writing copy and making speeches; or,
* farmer whose work varies with the seasons and the time of day, moving from task to task while caring for animals and crops.

FACTOR 2:
REPEATING THE SAME SET OF TASKS

As a Personality Characteristic:

It is the ability to continue the same task without diversion, and to proceed with work in strict adherence to a work procedure or established pace set by machine or other worker. This may be thought of as a capacity for adjustment or as a disposition which:

* enables one to adjust own tempo to an outside regulator;
* has a high tolerance for sameness;
* prefers activities in a set order;
* likes to do one thing at a time; and,
* likes a regular routine, to be relatively free from intrusions or the unexpected.

As Seen in Workers:

* assembly-line worker performing the same assembly of instrument parts over and over again;
* clerk who spends entire working day operating an adding machine to add and subtract columns of figures;
* stenographer taking straight dictation only; or,
* press operator whose job consists only of observing a machine which turns out thousands of uniform items.

FACTOR 3:
FOLLOWING INSTRUCTIONS OF OTHERS

As a Personality Characteristic:

It is an inclination to submit to the decisions or acts of others, to act according to instructions of others and to perform tasks that do not necessitate planning or making decisions on own initiative. This may be thought of as a capacity for adjustment or as a disposition which:

* likes to please other people by conforming to their wishes;
* accepts the working environment as it is;
* adjusts to taking orders from others;
* is amenable to a subordinate role;
* can be unquestioning in attitude towards authority;
* is amenable to having work closely checked and inspected;
* conforms to what other people think; and,
* adapts to restrictions on initiative.

As Seen in Workers:

* production machine operator who operates a machine according to established instructions and who must call supervisor to solve any operating problems which may arise;
* secretary whose performance is geared to efficiently and accurately carrying out the directions of employer; or,
* member of the fire-fighting crew under complete discipline and obeying orders to the letter in a fire-fighting emergency.

FACTOR 4:
WORKING ON YOUR OWN

As a Personality Characteristic:

It is an ability to direct, control or plan an entire activity or the activities of others. This may be thought of as a capacity for adjustment or as a disposition which:

* likes to prevail, control, be in charge;
* wants to play a part in shaping the work environment;
* seeks to obtain responsibility for activities which require planning, decision-making, directing;
* tends toward initiative, to making one's own mark, imposing one's own style, making one's own program;
* tends toward being independent and self-directing in work;
* when observed by others, may bring to mind personal qualities such as: self-confident, aggressive, bold, assertive, competitive, adventurous, independent, tough, resourceful, forceful, prevailing, authoritative, vigorous, managing, ascendent, decisive; and,
* can direct others, take charge of them, give instructions, orders, commands.

As Seen in Workers:

* plant manager taking responsibility for important decisions;
* fire-fighter supervisor directing fire crews;
* editor controlling editorial policy of a newspaper;
* police officer able to effectively exercise authority;
* physician assuming responsibility for all kinds of problems involving human life;
* trial lawyer who is highly independent and self-directing; or,
* farmer who is completely responsible for managing the entire farm.

FACTOR 5:
WORKING WITH PEOPLE

As A Personality Characteristic:

It is adaptability to working with other people and cooperating with them, requiring both a desire and an ability to interrelate with others in a successful manner and an ability to achieve positive acceptance in a group. This may be thought of as a capacity for adjustment or as a disposition which:

* values agreeable working relationships;
* likes to be in company of others;
* has few reservations about meeting people and making friends;
* wishes to obtain approval of the group, to "fit in";
* is responsive to others, sociable;
* finds it pleasurable to meet and get to know people; and,
* when observed by others may bring to mind personal qualities such as friendly, likes people, outgoing, companionable, good company, agreeable, warm.

As Seen in Workers:

* local transit operator able to take in stride all kinds of people: the handicapped requiring special attention, children travelling alone, and hostile crowds during rush hours;

* barber knowing when to talk and when to keep silent and listen to the customer;
* nurse whose social skills enable effective relationships with people in all stages of illness and in their most difficult situations; or,
* miner as a member of a closely-knit team.

FACTOR 6:
PERSUADING OTHERS

As a Personality Characteristic:

It is the ability to influence people in their opinions, attitudes or judgments about ideas or things, and a tendency towards persuasiveness in face-to-face or indirect communication situations. This may be thought of as a capacity for adjustment or as a disposition which:

* is motivated to convince others of a point of view;
* tends to seek out people directly or indirectly for the purpose of persuading them in some way;
* develops astuteness in evaluating other people's reactions; and,
* tends to structure reality in chosen situations through appropriate emphasis or underplay so that facts presented support a point of view.

As Seen in Workers:

* radio announcer who speaks with conviction and enthusiasm to promote the products manufactured by the program sponsor;
* popular song writer using the planned cliche as a device to make a lyric "sell";
* commercial artist transforming ideas into persuasive pictures;
* salesperson sizing up a prospect as a basis for planning his/her sales pitch; or,
* motivational research specialist devising tools to probe the motivations and influence the reactions of people.

FACTOR 7:
HANDLING DANGER OR STRESS

As a Personality Characteristic:

It is an ability to perform adequately under stress when confronted with the critical or unexpected or when taking risks. They may be thought of as a capacity for adjustment or as a disposition which:

* maintains self-control under conditions of provocation and/or emergency;
* exhibits calmness and presence of mind in hazardous or critical situations;
* regulates excitement and keeps nervousness under control;
* can maintain equanimity in the face of resistance, indifference, or affront;

* is relatively free from oscillating emotional moods; and,
* when observed by others, may bring to mind personal qualities such as: constant, steady, balanced, reposeful, calm, unexcitable, even-tempered, non-explosive, non-volatile, self-possessed, non-violent, unruffled, cool, collected, level-headed, "does not go to pieces."

As Seen in Workers:

* construction worker maintaining steady nerves while working at the edge of roofs, on swaying scaffolds, etc.;
* nurse coping with stress-producing situations such as attending dying patients, providing comfort and support by a calm and patient air, devoid of irritability or tenseness;
* line installer-repairer in hazardous work with high voltage lines brought down during a violent storm; or,
* geologist calmly logging observations while descending by helicopter into the crater of a volcano.

FACTOR 8:
MAKING DECISIONS BASED ON YOUR OWN KNOWLEDGE

As a Personality Characteristic:

It is adaptability to working with qualitative information in situations where different people may arrive at different conclusions on the basis of the same evidence; preference for dealing with facts that can be experienced directly; compatibility with making value judgments and with taking, when necessary, an intuitive approach to problem-solving. This may be thought of as a capacity for adjustment or as a disposition which:

* does not want to be reduced in scope of data considered;
* resists high degree of cataloging and categorization; and,
* does not require a formal system of evaluation as a basis for coming to conclusions.

NOTE: In factor 8, there is no implication of partiality or personal bias, but only that the person adjusts well to acting upon personal knowledge, direct experience or other forms of qualitative information. Resulting behavior may be judging values and making choices when dealing with alternatives, and may range from acting on nearly automatic "hunches" to expert appraisals of trained, direct observations.

As Seen in Workers:

* physician making a diagnosis on the basis of case history and bedside observation;
* biographer reconstructing the life of an individual, inferring from scraps and threads of evidence;
* police officer deciding when to use force to quell disturbances;
* stonemason using sense of line, proportion and color in chiseling and shaping stones and placing them side by side; or,

* compositor setting up type according to mental image of finished product.

FACTOR 9:
MAKING DECISIONS BASED ON FACTS

As a Personality Characteristic:

It is a tendency to insist upon data that can be communicated and made public as a basis for making decisions; to demand that conclusions be reached on the basis of conscious calculation, close reasoning, and reproducible data; to require a methodology that involves standardized observing processes. This may be thought of as a capacity for adjustment or as a disposition which:

* thinks problem-solving should be approached rationally and that conclusions should be grounded upon concrete evidence on which different observers can agree; and,
* wants to regulate risk of failure by subjecting data and evidence to a system that provides for measurement and verification.

As Seen in Workers:

* physician securing all tests and readings possible to check preliminary diagnosis;
* scientist setting up controlled experiments to test hypotheses and generalizations and correct faulty judgments;
* structural worker testing work results on the basis of data secured by transits, plumb lines, tapes and levels;
* teacher evaluating pupil performances according to results of standardized tests; or,
* technician not wishing to go beyond obviously substantiated data in compiling a report summary.

FACTOR 10:
BEING CREATIVE

As a Personality Characteristic:

It is a desire for self-expression, for pursuits which permit individuality of taste, projection of personality, or adherence to personal values, i.e., the making of choices uniquely expressive of own mental and emotional background. This may be thought of as a capacity for adjustment or as a disposition which:

* prefers to work with own ideas rather than those of others;
* is very much aware of and confident of own tastes and viewpoints;
* values individuality above conformity to prevailing fashion or mode;
* doesn't mind being different; prefers not to imitate;
* tends not to feel bound by precedent; and,

* is not prone to seek a model or idea from others but wants work to bear stamp of own personality.

As Seen in Workers:

* art editor writing opinions and criticisms of art exhibits;
* cake decorator icing and decorating cakes according to own ideas of what is artistic;
* expressionist painter depicting inner sensations and feelings; or,
* poet voicing unique emotions, feelings and viewpoints.

FACTOR 11:
MEETING STRICT STANDARDS

As a Personality Characteristic:

It is the ability to be strict in adhering to rules, procedures or other norms in order to achieve exact conformity to specifications, principles or other standards. This may be thought of as a capacity for adjustment or as a disposition which:

* highly regards integrity of workmanship;
* is willing to check and double-check to achieve accuracy;
* strives for perfection;
* is capable of extreme care, great effort and constant attention to see that a task is well-done;
* appreciates the necessity of following specifications, formulas, etc., exactly when precise results are required; and,
* can be painstaking and meticulous in dealing with details.

As Seen in Workers:

* typist copying names and street addresses without error;
* electrician strictly adhering to electrical codes;
* scientist carrying out laboratory experiments, meticulously controlling all variables;
* radiologist exercising extreme caution in regulating length and intensity of X-ray exposure on patients;
* machinist painstakingly finishing parts when a mistake of one ten-thousandth of an inch would ruin the part;
* sewing-machine operator precisely guiding material to produce neat, even seams; or,
* gas compressor operator manipulating numerous valves in correct sequence when controlling critically-reacting chemicals.

Inappropriate selections of Temperament factors will result in CHOICES generating inappropriate information. Take the time to ensure that your clients make truly appropriate selections. Encourage them to complete the Temperament section of their Guidebook carefully.

## Information Source

Dictionary of Occupational Titles, 3rd Edition, Vol. II
Guide to Occupational Exploration, Occupational Outlook Handbook.

## Pointers

* Because Temperaments is related to the Interests TOPIC in registering students' likes and dislikes in terms of work activities, situations and orientation, it is not always necessary for clients to use both TOPICS. If they do use both TOPICS, try to ensure that there are no apparent conflicts in their input.

* Although the factors are not mutually exclusive, it is obvious that there are few careers that include both a great deal of variety (Factor 1) and a great deal of repetition (Factor 2). This is also true of Factors 3 and 5. Clients who choose contradictory factors should be questioned closely about their reasoning.

# 4. Education Level

## Description

All careers in CHOICES have been coded to the minimum amount of education required for entry into a career. The following chart shows the education levels stored in CHOICES. The right hand column reflects the percentage of careers coded to each level.

| FACTOR | | Percent of Occupations coded to each Factor |
|---|---|---|
| 1 | Under Grade 7 | 13 |
| 2 | Grade 7 | 14 |
| 3 | Grade 8 | 15 |
| 4 | Grade 9 | 21 |
| 5 | Grade 10 | 23 |
| 6 | Grade 11 | 62 |
| 7 | Grade 12 | 62 |
| 8 | 1 Yr after HS | 63 |
| 9 | 1 Yr CC, VT | 68 |
| 10 | 1 Yr Univ | 68 |
| 11 | 2 Yrs CC, VT | 76 |
| 12 | 2 Yrs Univ | 76 |
| 13 | 3 Yrs CC, VT | 76 |
| 14 | 3 Yrs Univ | 76 |
| 15 | Undergraduate Degree | 94 |
| 16 | Post Grad | 100 |

The Education Levels codes are dependent, interrelated variables. The computer knows, for instance, that if an occupation is coded to Level 6, then someone with a grade 12 education meets the educational requirements. It also assumes, however, that someone with an undergraduate degree (Level 15), or a two-year college degree (Level 11) satisfies the educational requirements for an occupation coded to Level 6. Thus, the codings stored by CHOICES relate to the minimum amount of academic preparation required for entry into the occupation. Higher levels are frequently advantageous.

Only the amount of education, as measured in years, and the general type of educational setting are reflected. The actual field of study is not taken into consideration. Therefore, users whose level of education may be adequate

for an occupation according to CHOICES may well find that some retraining or further education is still required. The occupation may, for example, require a post-graduate degree, and the user may have such a degree. However, if the occupation is Psychiatrist and the user has a Ph.D. in Marine Biology, further education will be required or other occupations will have to be considered.

In order to add the "field of study" dimension, Educational Levels should be used in conjunction with TOPIC 12, Career Fields, discussed later in this Chapter.

The actual Educational Levels of specific occupations can vary from employer to employer. Therefore, the codings stored by CHOICES should be interpreted as guidelines only, to be supplemented by further research.

Clients should select the Education Level which represents their goal:

1. If the client is presently in school, s/he should choose the level that represents the amount of education s/he plans to obtain, or

2. If the client has completed his/her education, s/he should enter his/her present level of education, or

3. If a client is no longer in school but is willing to get more education or training, s/he should choose the level being considered so that s/he could see what jobs would be available with more education/training.

NOTE: Encourage your clients to change their answers to see the number of jobs available if more education were obtained. However, before they go to the next TOPIC, they should leave the level that is most appropriate for them.

This TOPIC can be used in the following ROUTES:

EXPLORE, SPECIFIC, COMPARE, RELATED

Information Source

Selected Characteristics of Occupations Found in the DOT, 1981 (Basic Source)

Pointers

* This is a TOPIC that severely reduces options at the lower educational level.

* If a client has already completed his/her education, Education Level can be used in conjunction with Career Fields. By using these factors together, CHOICES will list careers based on the amount of education and the type of training the client has completed.

* Be sure that clients understand that CHOICES will retain all careers coded at educational levels AT and LOWER THAN the one selected. They may not understand why jobs requiring less education than the one they chose show up on their list of careers.

* If a client chooses Level 16 (Post Grad), CHOICES will retain all careers.

# 5. Working Conditions

## Description

Working Conditions are those physical surroundings of job-worker situations which make specific demands upon a worker's physical capacities. This TOPIC is used to help clients identify elements of the working environment they would prefer to avoid and careers suitable to these preferences. The computer will eliminate careers that are coded to the factors the client would not accept.

The chart below shows how many careers are coded to each factor:

| FACTOR | | Percent of careers coded to each Factor |
|---|---|---|
| 1 | Cold | 4 |
| 2 | Heat | 7 |
| 3 | Damp | 8 |
| 4 | Noise | 19 |
| 5 | Risk | 27 |
| 6 | Fumes | 14 |
| 7 | All of the Above | 1 |

This TOPIC is used in the following ROUTES:

EXPLORE, SPECIFIC, COMPARE

## Factors

Each of the Environmental Conditions factors is defined and described below. This detail will help you to ensure that your clients thoroughly understand the meaning of each factor before they decide to reject any of them.

FACTOR 1
EXTREMES OF COLD PLUS TEMPERATURE CHANGES

Extremes of Cold means temperature sufficiently low to cause marked body discomfort unless the worker is provided with exceptional protection.

Temperature Changes means variations in temperature which are sufficiently marked and abrupt to cause noticeable body reactions.

FACTOR 2:
EXTREMES OF HEAT PLUS TEMPERATURE CHANGES

Extremes of Heat means temperature sufficiently high to cause marked body discomfort unless the worker is provided with exceptional protection.

Temperature Changes means variations in temperature which are sufficiently marked and abrupt to cause noticeable body reactions.

FACTOR 3:
DAMP AND/OR WET

This is defined as contact with water or other liquids and/or atmospheric conditions with moisture content sufficiently high to cause marked body discomfort.

FACTOR 4:
NOISE AND/OR VIBRATION

There is sufficient noise, either constant or intermittent, to cause marked distraction, or possible injury to the sense of hearing and/or sufficient vibration (production of an oscillating movement or strain on the body or its extremities from repeated motion or shock) to cause body harm if endured day after day.

FACTOR 5:
RISK OF INJURY

This involves situations in which the individual is exposed to the definite risk of injury.

FACTOR 6:
DUST, FUMES, ODORS

Fumes are smoky or vaporous exhalations, usually odorous, thrown off as the result of combustion or chemical reaction.

Odors are noxious smells, either toxic or non-toxic.

Toxic Conditions involve exposure to toxic dust, fumes, gases, vapors, mists, or liquids which cause general or localized disabling conditions as a result of inhalation or action on the skin.

Dust is defined as air filled with small particles of any kind, such as textile dust, flour, wood, leather or feathers, and

inorganic dust including silica and asbestos, which make the workplace unpleasant or are the source of occupational disease.

## Information Source

Selected Characteristics of Occupations in the Dictionary of Occupational Titles

## Pointers

* Help clients distinguish between factors they don't like and factors they are physically unable to tolerate.

* Remember . . . . a typing pool is noisy and a photography studio may be odorous. Therefore, help clients consider carefully their perceptions about the meaning of these factors before eliminating them.

# 6. Future Outlook

## Description

FUTURE OUTLOOK is a projection of the demand for trained workers in each career over the next several years. For example, in some careers, there is a shortage of workers. This means many more people will be needed in the career in the future. In other careers, however, there are already too many people qualified for the number of jobs available in a given region. The need for workers in these careers is likely to decrease as time goes on.

Generally speaking, a person's odds are better for finding a job in a field with a strong demand for workers. In fields where there are more workers available than needed, there may still be many excellent career opportunities. However, your clients should anticipate heavy competition for available jobs.

Since no one knows with certainty, what will come to pass in the future, projections in CHOICES must be regarded as "educated guesses". They are based on the best labor market statistics currently available in Florida.

Changing political, economic or even natural conditions can quickly invalidate even the best calculations.

The following chart shows how many careers are coded to each outlook in CHOICES.

| Outlook FACTOR | | Percent of careers coded to each FACTOR |
|---|---|---|
| 1 | Increasing | 22 |
| 2 | Stable | 78 |

This TOPIC can be used in the following ROUTES:

EXPLORE, SPECIFIC, COMPARE and RELATED

Clients have the following choices:

1. Increasing - careers coded to this level are those for which the demand for trained workers is expected to increase.

2. Increasing or Stable - the demand for these careers is considered stable but the demand may increase slightly. You should explain to your clients that the supply/demand situation is unlikely to be one in which the number of workers leaving the career, through retirement, death, voluntary quits, etc., is identical to the number of new entrants. It may vary from slight increase in demand to an oversupply of workers.

3. Not Important - this option is given to clients because after getting into this topic, they may decide that it is not important to them. There are not any careers in CHOICES for which the demand is decreasing.

Information Source

FLOICC "Occupational Characteristics" Report
FLOICC "Florida Occupational Demand" Report
Occupational Outlook Handbook

Pointers

*FUTURE OUTLOOK is a prediction and may be better used as an information topic rather than a decision-making topic, i.e., given low priority.

# 7. Earnings

## Description

All careers in CHOICES have been assigned ranges of annual earnings. The ranges are from the lowest to the highest earnings normally paid to experienced (5 years experience) workers in the career. The intent of this topic is to give clients a general idea of what their expectations should be in terms of earnings for a particular career.

Earnings levels for specific careers may vary considerably from one employer to the next and from one part of the state to another. Levels will also fluctuate based on local labor market supply and demand characteristics. Careers in CHOICES will show a range of earnings to reflect these differences. Encourage your clients to study local conditions in areas where they are considering working to get a more precise feel for the actual earnings they can expect.

Clients should be realistic when they choose their salary level. Don't discourage them if this is a priority, but they should be aware that they may eliminate careers that suit their interests, abilities and personality if they ask for higher salary levels. The more money they want, the fewer careers CHOICES will list for them. Be sure to tell your clients that they can change their answer if they would like to see the results of different salary levels. However, if they do this, they should leave in the salary level that is most suitable for them before going to the next topic.

In the search to identify careers that match a client's earnings preferences, CHOICES retains all careers with top-end earnings ranges at the same level or higher than the one chosen. CHOICES assumes that a person wouldn't mind getting paid more money than the minimum he/she specified.

The diagram below lists each salary level and the percentage of careers coded to each level.

| | | PERCENT OF CAREERS CODED TO EACH LEVEL |
|---|---|---|
| 1 | $ 8,000 - $ 9,999/YR | 1 |
| 2 | $10,000 - $11,999/YR | 2 |
| 3 | $12,000 - $14,999/YR | 6 |
| 4 | $15,000 - $17,999/YR | 10 |
| 5 | $18,000 - $20,999/YR | 13 |
| 6 | $21,000 - $23,999/YR | 15 |
| 7 | $24,000 - $27,999/YR | 12 |
| 8 | $28,000 - $40,000/YR | 19 |
| 9 | $40,000 AND ABOVE | 22 |

This TOPIC can be used in the following ROUTES:

EXPLORE, SPECIFIC, COMPARE, RELATED

## Information Source

FLOICC "Occupational Characteristics" Report
Esars "Wage Summary Report"
Occupational Outlook Handbook

## Pointers

* This is the earning range paid to experienced workers in a given occupation. It does not include changes within the job--for example, increased responsibility resulting in increased wages.

* Electing this topic may depend on demands placed upon the client--i.e., one supporting a family may need a minimum level of wages.

* This is a range of earnings. Individual job salary levels may vary considerably depending upon the salary scale of individual employers, city size, geographic location, etc. Clients should be encouraged to research the local conditions.

* Earnings directly affect lifestyles. Encourage your clients to consider their expenses before choosing an income level.

# 8. Hours of Work/Travel

## Description

This TOPIC deals with working hours and travel requirements typical of various careers. These factors directly affect a person's lifestyle. Deviations from a standard 8-hour day/5-day week may cause dissatisfaction with a job for some people. They should avoid jobs with these characteristics if possible.

The following chart shows each factor and the percentage of careers in CHOICES coded to it:

| FACTOR | | Percent of careers coded to each FACTOR |
|---|---|---|
| 1 | Rotating Shift | 22 |
| 2 | Irregular Hours | 22 |
| 3 | Weekend Work | 42 |
| 4 | Overtime Work | 21 |
| 5 | Seasonal Work | 6 |
| 6 | Work Having Some Travel | 9 |
| 7 | All of the Above | 1 |

This TOPIC is used in the following ROUTES:

EXPLORE, SPECIFIC, COMPARE

## Factors

FACTOR 1: Rotating Shift Work

Workers are typically required to rotate their working hours on a regular basis. The daily number of working hours remains standard although the time of work changes. (For example, workers might work days some weeks, evenings or nights other weeks.)

FACTOR 2: Irregular/Non-Standard Hours

Working hours may vary from day to day and week to week depending on the demand for workers' services. Workers may set their own hours or they may be imposed by someone else. They may be required to start work earlier or finish work later than most people.

FACTOR 3: Weekend Work

This means working on one or two of the weekend days as a regular part of the job.

FACTOR 4: Overtime Work

Overtime means working additional hours required to meet the demands of the occupation. Overtime pay may or may not be given.

FACTOR 5: Seasonal Work

This means working only during a particular season or seasons. Typically workers must find alternate sources of income during the off-season(s).

FACTOR 6: Work Requiring Some Travel

This means that workers are required to undertake some overnight travel to perform the duties of the occupation.

## Information Source

Occupational Outlook Handbook
Classification Structure for Career Information

## Pointers

* Help clients realistically distinguish between those factors they (1) cannot accept and those they (2) would prefer to avoid.

* Encourage people to think about their reasons for rejecting different types of work patterns. Discuss how these factors affect lifestyles.

* Clients should remember that careers are coded to hours of work that are typical in the occupation. If the occupation seems to meet a client's needs in other areas, s/he should consider trying to find a job within the occupation that does not require working hours that are unacceptable to the client.

# 9. Physical Demands

## Description

Each career has been coded to factors representing physical exertion or strength required on a regular basis to perform the duties of the career. Clients indicate the level of physical exertion they would be willing to accept as a regular, daily part of their work. If they indicate a certain level, CHOICES will retain careers coded at that level plus careers coded to lower levels of physical exertion. CHOICES assumes that if you are willing and able to handle, for example level 3, you could also manage levels requiring less exertion.

The diagram below shows the percentage of careers coded to each factor.

| FACTOR | | Percent of careers coded to each FACTOR |
|---|---|---|
| 1 | Sedentary (up to 10 lb.) | 21 |
| 2 | Light (10 to 25 lb.) | 40 |
| 3 | Medium (25 to 50 lb.) | 27 |
| 4 | Heavy (50 to 100 lb.) | 7 |
| 5 | Very Heavy (more than 100 lb.) | 5 |

This TOPIC can be used in the following ROUTES:

EXPLORE, SPECIFIC, COMPARE, RELATED

## Factors

The five factors in this TOPIC represent different levels of physical exertion, as follows:

FACTOR 1: Sitting and Lifting not over 10 Lbs.

This category includes lifting 10 lbs (5 kg) maximum and occasionally lifting and/or carrying such articles as dockets, ledgers and small tools. Although a sedentary occupation is defined as one which involves sitting, a

certain amount of walking and standing is often necessary in carrying out some duties. Occupations are sedentary if walking and standing are required only occasionally and other sedentary criteria are met.

FACTOR 2: Often Handling Loads up to 10 Lbs; Sometimes up to 25 Lbs.

Light Work is defined as lifting 25 lbs. (11 kg) maximum with frequent lifting and/or carrying of objects weighing up to 10 lbs. (5 kg). Even though the weight lifted may be only a negligible amount, an occupation falls in this category (a) when it requires walking or standing to a significant degree, or (b) when it involves sitting most of the time with a degree of pushing and pulling of arm and/or leg controls.

FACTOR 3: Often Handling Loads up to 25 Lbs; Sometimes up to 50 Lbs.

Medium Work means lifting 50 lbs. (23 kg) maximum with frequent lifting and/or carrying of objects weighing up to 25 lbs. (11 kg). Consideration of (b) under "light work" may apply here.

FACTOR 4: Often Handling Loads up to 50 Lbs; Sometimes up to 100 Lbs.

Heavy Work is lifting 100 lbs. (45 kg) with frequent lifting and/or carrying of objects weighing up to 50 lbs. (23 kg). A person would need considerable strength to do this level of work.

FACTOR 5: Often Handling Loads of More Than 50 Lbs; Sometimes More Than 100 Lbs.

Very Heavy Work is lifting objects in excess of 100 lbs. (45 kg) with frequent lifting and/or carrying of objects weighing 50 lbs. (23 kg) or more.

Information Source

Classification Structure for Career Information

Pointers

* People are all required to exert themselves more heavily than usual from time to time, such as when helping someone to move a desk. The levels in this TOPIC refer to a regular sustained exertion directly related to the tasks, duties and functions of the job.

* Clients having physical conditions that limit their ability to perform certain careers may want to use this TOPIC. However, it should be noted that some employers will change job duties to suit people who have a physical condition.

# 10. Physical Activities

## Description

This TOPIC identifies 14 physical activities essential to satisfactory performance in many types of careers. All careers in CHOICES have been analyzed with respect to their requirements regarding these activities. This TOPIC is used to identify careers compatible with a client's incapacity, or lack of desire, to perform any of the physical activities classified. Some employers may be willing to change the job duties to suit people who have a physical condition. Keep this in mind when clients want to use this TOPIC.

The following chart shows the percentage of careers coded to each factor. If it is essential that an individual be capable of performing a particular activity regularly in job tasks, the career is coded to that factor.

| FACTOR | | Percent of careers coded to each FACTOR |
|---|---|---|
| 1 | Lifting | 16 |
| 2 | Carrying | 13 |
| 3 | Pushing/Pulling | 5 |
| 4 | Climbing/Balancing | 14 |
| 5 | Stooping | 22 |
| 6 | Sitting | 2 |
| 7 | Standing | 8 |
| 8 | Reaching | 81 |
| 9 | Speaking | 48 |
| 10 | Hearing | 46 |
| 11 | Seeing | 78 |
| 12 | Walking | 4 |
| 13 | Running | 1 |
| 14 | Seeing differences among colors | 4 |

This TOPIC is used in the following ROUTES:

EXPLORE, SPECIFIC, COMPARE

## Factors

FACTOR 1: Lifting

Raising or lowering an object from one level to another (includes upward pulling).

FACTOR 2: Carrying

Transporting an object, usually holding it in hands or arms or on the shoulder.

FACTOR 3: Pushing and/or Pulling

Pushing: exerting force upon an object so that the object moves away from the force (includes slapping, striking, kicking and treadle actions). Pulling: exerting force upon an object so that the object moves toward the force (includes jerking).

FACTOR 4: Climbing and/or Balancing

Climbing, the emphasis is placed upon body agility; for balancing, it is placed upon body equilibrium. Climbing: ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet and legs and/or hands and arms. Balancing: maintaining body equilibrium to prevent falling when walking, standing, crouching or running on narrow, slippery or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

FACTOR 5: Stooping, Kneeling, Crouching and/or Crawling

Full use of the lower extremities as well as the back muscles. Stooping: bending the body downward and forward by bending the spine at the waist. Kneeling: bending the legs at the knees to come to rest on the knee or knees. Crouching: bending the body downward and forward by bending the legs and spine. Crawling: moving about on the hands and knees or hands and feet.

FACTOR 6: Sitting for Long Periods

Remaining in a stationary seated position for several hours at a time regularly.

FACTOR 7: Standing for Long Periods

Remaining in an erect, standing posture for several hours at a time regularly.

FACTOR 8: Reaching, Handling, Fingering and Feeling

Using one or both of the upper extremities. Reaching: extending the hands and arms in any direction. Handling: seizing, holding, grasping, turning or otherwise working with the hand or hands (fingering not involved). Fingering: picking, pinching or otherwise working with the fingers primarily (rather than with the whole hand or arm as in handling). Feeling: perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin, particularly those of the fingertips.

FACTOR 9: Talking

Expressing or exchanging ideas by means of the spoken word. Talking is important for those activities in which the workers must impart oral information to clients or to the public, and in those activities in which workers convey detailed or important instructions to other employees accurately, loudly or quickly.

FACTOR 10: Hearing

Perceiving the nature of sounds by the ear. Hearing is important for those activities which require the ability to receive detailed information through oral communication, or to make fine discriminations in sound.

FACTOR 11: Seeing

Obtaining impressions through the eyes of shape, size, distance, motion, or other characteristics of objects. Seeing is not important in all situations where vision is required. Even though vision is needed for most jobs in CHOICES, it is not considered important unless good eyesight is needed for production (inspecting and sorting) and safety. For Example: Seeing is important for piloting an airplane, driving a car, reading typed pages, looking for errors and repairing office machines.

FACTOR 12: Walking

Walking in an erect position following predetermined or random routes for several hours at a time regularly.

FACTOR 13: Running

Running for extended periods of time or short periods at frequent intervals regularly.

FACTOR 14: Color Discrimination

Perceiving or recognizing similarities or differences in colors, or in shades or other values of the same color; identifying a particular color, recognizing harmonious or contrasting color combinations, or matching colors accurately.

Information Sources

Classification Structure for Career Information

Pointers

* This TOPIC is likely to have a high priority for people with physical disabilities, and perhaps lower priority for others. Remember that the computer is not capable of making "scale of one-to-ten" judgments. As far as CHOICES is concerned, either the factor applies or it does not. With this in mind, be careful to ensure that your clients fully understand the meaning of each factor they intend to eliminate, and that they are very clear on their reasons for wishing to do so.

* In this TOPIC, we are only concerned with activities that are required on a regular basis to perform the duties of a particular career. Most people, for example, lift and carry things occasionally in their work. However, unless lifting and carrying heavy objects on a regular basis are considered normal requirements of the job, they do not apply.

# 11. Indoor/Outdoor

## Description

Careers are grouped according to the location of the work place. It is important to realize that "indoor" includes cars, mines, ships, etc., as well as indoor buildings. "Outdoor" refers only to exposure to weather. "Partly indoor/partly outdoor" describes careers that require both. The categories are mutually exclusive.

The chart below lists each factor and the percentage of careers coded to each one.

| FACTOR | | Percent of careers coded to each FACTOR |
|---|---|---|
| 1 | Indoor | 73 |
| 2 | Outdoor | 10 |
| 3 | Partly indoor/partly outdoor | 20 |

This TOPIC is used in the following ROUTES:

EXPLORE, SPECIFIC, COMPARE, RELATED

## Factors

* FACTOR 1: Inside

An "inside" location is defined as providing protection from weather conditions but not necessarily from temperature changes. An occupation is considered "inside" if the workers spend approximately 60 percent or more of their time inside. However, this factor also includes work in any climate-controlled environment such as trains, aircraft, ships, trucks and cars, mines, etc.

* FACTOR 2: Outside

An "outside" occupation provides no effective protection from weather. An occupation is considered "outside" if the workers spend approximately 60 percent or more of their time outside exposed to all climatic conditions.

* FACTOR 3: Partly Inside/Partly Outside

An occupation is grouped under factor 3 if the workers' activities occur inside and outside in approximately equal amounts. This does not mean one or the other or "it doesn't matter," the occupation requires both.

Information Sources

Classification Structure for Career Information

Pointers

* Though most people will spend part of their time outdoors each day (getting to work, going to lunch, etc.), this TOPIC refers only to those periods of the day when people are directly performing the tasks, duties and functions of their jobs.

* There are very few careers in which the work is entirely outside. If your clients are inclined to outdoor work, you may wish to suggest that they choose both (2) and (3) for their search in EXPLORE.

# 12. Career Fields

## Description

All careers in CHOICES have been divided into groups that represent broad, general areas of work activity. Careers which have similar types of work can be found in the same field. This TOPIC allows clients to eliminate areas of work in which they are certain they are not interested.

There are 22 career fields listed in CHOICES. Because of this large number, there are 2 processes used in CHOICES. If a client wants to look at jobs in ten or fewer career fields, he/she will then enter the number 96 first. CHOICES will then ask him/her to list the career fields he/she likes. But if the client wants to look at jobs in more than 10 career fields, he/she will immediately list the one he/she does not like. Be sure your client understands this process. They do not use both processes.

The chart below shows how many careers are coded to each career field in CHOICES. Careers in each field are related to each other. The categories are mutually exclusive.

| | CAREER FIELDS | Percent of careers coded to each Career Field |
|---|---|---|
| 10 | Administration, Management & Business | 6 |
| 11 | Engineers, Surveyors & Architects | 2 |
| 12 | Natural Scientists & Mathematicians | 3 |
| 13 | Social Scientists, Social & Religious Workers, Lawyers, Judges | 2 |
| 14 | Teachers, Librarians & Counselors | 3 |
| 15 | Health Diagnosing & Treating Professionals | 2 |
| 16 | Registered Nurses, Pharmacists, Dieticians, Therapists | 1 |
| 17 | Writers, Artists, Entertainers & Athletes | 6 |
| 18 | Health Technologists & Technicians | 2 |
| 19 | Technologists & Technicians (Except Health) | 6 |
| 20 | Marketing & Sales Occupations | 5 |
| 21 | Clerical Occupations | 9 |
| 22 | Service Occupations | 8 |
| 23 | Agriculture, Forestry, Fishers & Hunters | 4 |
| 24 | Mechanics & Repairers | 7 |
| 25 | Construction, Mining & Drilling | 5 |

| | CAREER FIELDS (continued) | Percent of Careers coded to each Career Field |
|---|---|---|
| 26 | Production Workers & Machine Operators | 22 |
| 27 | Transportation & Material Moving Occupations | 4 |
| 28 | Material Handlers & Equipment Cleaners | 3 |
| 29 | Military Occupations | 0 |
| 30 | Miscellaneous Occupations | 1 |

This TOPIC is used in the following ROUTES:

EXPLORE, RELATED, JOB BANK

Information Sources

Dictionary of Occupational Titles

Pointers

* Encourage your clients to use the Career Field section of the Career Index to get an idea of the jobs in each field.

* This route can reduce the number of careers very quickly if several career fields are eliminated, so clients should think carefully before making any decisions.

* If clients are unaware of the kinds of careers that exist in a field, it is better to leave the field in, rather than eliminate it.

* This route is helpful when used in conjunction with education level as it allows a match between the "field of study" and education level.

# 13. Training Required

## Description

This TOPIC provides clients with the durations for specific training for a career. These training periods generally include formal academic, technical and trades' training, and any on-the-job experience required to bring the worker to full productive capacity in the career. Since individual employers will often subject new employees to different types of training, the information provided by CHOICES is a generalization. Clients should be encouraged to research this factor in their local areas.

The chart below shows how many careers are coded to each training factor.

| FACTOR | | Percent of careers coded to each FACTOR |
|---|---|---|
| 1 | Up to 3 months | 32 |
| 2 | 3 to 6 months | |
| 3 | 6 to 17 months | 9 |
| 4 | 1 to 2 years | 13 |
| 5 | 2 to 4 years | 28 |
| 6 | Over 4 years | 18 |

This TOPIC is used in the following ROUTES:

SPECIFIC, COMPARE

## Information Sources

Selected Characteristics of Occupations in the Dictionary of Occupation Titles

The data supplied to CHOICES in this TOPIC is derived from the Specific Vocational Preparation (SVP) codes in the DOT. (However, the standard SVP Categories 1, 2, and 3 have been collapsed into CHOICES Factor 1, and SVP Factors 8 and 9 are collapsed into CHOICES Factor 6.

Specific vocational preparation is measured by the amount of time needed to acquire the information, techniques, and skills needed for average work performance in a specific occupation. This training may be acquired in a school, work, military, or institutional environment, or through vocationally-oriented hobbies. It does not include orientation training required of workers to become accustomed to the special conditions of new jobs for which they are already fully qualified. Special vocational preparation includes training given in any of the following forms.

UNIVERSITY OR COLLEGE TRAINING is training given by a degree granting institution and for which a degree, diploma or certificate is issued. The average four-year university or college curriculum (except for liberal arts which is not vocationally oriented) is considered as equivalent to about two years of specific vocational preparation. Each year of university graduate schooling is regarded as one year of specific vocational preparation.

VOCATIONAL TRAINING is training given by a vocational school or a non-degree granting college intended to develop general or specific skills, such as commercial, shop, or art training. In evaluating vocational training of this nature, thirty hours of such schooling is regarded as about fifteen hours of specific vocational preparation.

APPRENTICESHIP is training given for an apprenticeable occupation (one year of apprenticeship equals one year SVP).

HIGH SCHOOL SHOP OR COMMERCIAL TRAINING is usually considerably less intensive training than apprenticeship or commercial school. (One year of such training equals one half-year SVP.)

IN-PLANT TRAINING is training given or sponsored by employers either on or off their own premises, intended as preparation for specific jobs in their plants. (One year training equals one year SVP.)

ON-THE-JOB TRAINING is any training acquired while serving as a learner or trainee on the job under instruction of a qualified worker, and intended as preparation for a specific job. (One year training equals one year SVP.)

EXPERIENCE IN OTHER JOBS includes experience acquired while serving in less responsible jobs, or serving in other jobs, which prepares a worker for a specific job at a higher grade. (One year training equals one year SVP.)

## Pointers

* Since individual employers will often subject new employees to their own unique types and durations of training, the information provided by CHOICES is to be interpreted as a generalization. Your clients must be encouraged to further research this factor in the area they plan to work once they have identified tentative occupational goals.

# 14. Similar Occupations

## Description

For every primary career in CHOICES there are always several other occupations which are very similar. In some cases, there are dozens of them. The list of SIMILAR occupations provided for each PRIMARY occupation is not intended to be exhaustive. Moreover, SIMILAR occupations should not be interpreted as secondary to PRIMARY occupations. Costs dictated against the storage of complete information on all occupations in the country, so priority had to be given to some occupations over others. Thus, the best "fit" for any of your clients may be among the SIMILAR occupations, not the PRIMARY's. It may not be in CHOICES at all, since thousands of occupations in the country are not specifically identified.

Your clients will leave the system with clearer notions about appropriate sectors of the labor market. SIMILAR occupations should have shown them that, instead of a very small number of apparently suitable occupations, there may be many. You must then make a point of ensuring that your users know how to locate and interpret information recorded in the Standard Occupational Classification (SOC) and the Dictionary of Occupational Titles.

Clients identify the code of the primary occupation in which they are interested. CHOICES lists between three and seven occupations that are similar to it.

This TOPIC can be used in the following ROUTES:

SPECIFIC, COMPARE

## Information Source

Classification Structures for Career Information

## Pointers

* This TOPIC is most useful for people who have a particular occupation in mind. It also allows them to consider many jobs by suggesting occupations that share many of the characteristics of the original choice.

# CHAPTER FIVE

# At The Terminal

## A. CHOICES Commands

CHOICES commands make the CHOICES computer perform special functions. These words are called "COMMANDS" because they override anything else that is going on and "COMMAND" the computer's attention. Listed below is each command and its function. You should experiment with each of these to learn their usefulness.

| | |
|---|---|
| *ASSIGN (TO PROGRAM CHOICE or TO PROGRAM JBLIST) | This command tells the computer you want to get into CHOICES or JBLIST programs. |
| CLOSE | This command tells the computer to get out of CHOICES. After you type in "CLOSE," the terminal responds: "YOU ARE UNASSIGNED FROM CHOICES." You are out of the CHOICES program but still connected to the computer. |
| LIST | This command can be entered when using EXPLORE and there are less than 100 but more than 25 occupations remaining. The terminal will then print a list of the remaining occupations. |
| LONG | This command returns CHOICES to the "LONG" conversational version, when you have been using "SHORT." It can be used anywhere in the program when you enter "RESTART" or "ASSIGN," the program will automatically go back to the "LONG" version. |

| | |
|---|---|
| NEWS | This command causes the terminal to print a CHOICES News File. This usually is printed immediately after "SIGNING ON" to CHOICES. It can be used at any point in the conversation to print CHOICES news. |
| ONJBANK | This command tells the computer to turn on JOB BANK. It may be entered by the Counselor if the computer responds: "JOB BANK IS UNAVAILABLE." After entering this command, the Counselor should try JOB BANK again, and if it is still "UNAVAILABLE," call Tallahassee at 1-800-342-0773. (JOB BANK is not available from 7:30 AM to 8.30 AM when it is updated.) |
| REPEAT | This command reprints the message that was just previously received on the terminal. It is useful if the paper jams a second copy of an occupational listing, or an additional Counselor's SUMMARY is needed. |
| RESTART | This command tells the computer you are ready to start a new conversation (i.e., when a new client starts CHOICES). This command is used after each client has finished his/her conversation. It may also be used to stop a conversation in which the client is lost and wants to start all over. The terminal responds: "WELCOME TO CHOICES." |
| SHORT | This command is used to get into the abbreviated ("SHORT") version of CHOICES. It may be input at any time in a conversation. It is a useful tool to quickly enter SPECIFIC or COMPARE. It is a way to reconstruct a "CONVERSATION" using a "SUMMARY SHEET" if the client has lost the printout of his original conversation. |

| | |
|---|---|
| SUMMARY | This command tells the computer to print the Counselor's "SUMMARY." It is useful if the client has to leave the terminal before the conversation is finished. The conversation can be recreated at a later time. |

NOTES

These commands are for CHOICES coordinators' use only and may be used any time the terminal is not in the process of printing.

You must be careful in using them, particularly if a conversation is going on, since many of them will destroy whatever is in progress. (For example, RESTART will start a new conversation, SUMMARY will end a conversation and print the SUMMARY.

The LONG/SHORT command is a particularly useful one for several reasons:

1. It can be used to rebuild a "lost" conversation by using the SHORT version to input the student's answers to the point that the "loss" occurred, and then going back to the conversational version by typing LONG.

2. It can be used to "erase" wrong answers that have been sent to the computer by typing SHORT, then LONG again.

3. It can be used very effectively with students whose attention span or reading level is limited by moving back and forth from SHORT to LONG at selected points.

# B. Knowing Your Terminal Configuration

Your terminal is probably a TTY43 type printing terminal or a SR110 with a video screen and printer. CHOICES supplies Terminal Guides for each type and contains more detailed information than that outlined in this manual.

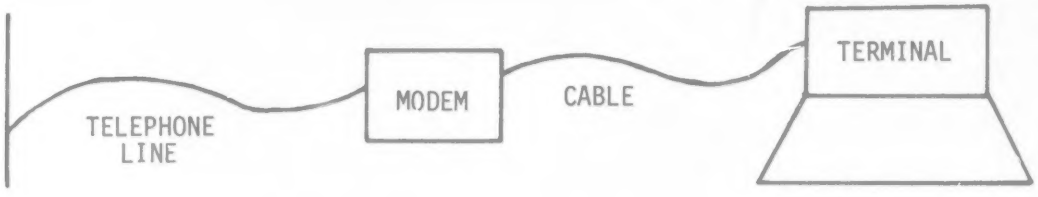
You should know that the terminal is not a computer. It is connected by telephone lines to the CHOICES computer in Tallahassee. Your terminal "talks" to the computer in Tallahassee. The computer processes your message and determines an appropriate message. The computer's message is then translated at your terminal into a paper printout.

To operate CHOICES, you will need a box of paper, either a typewriter-like terminal or a video terminal with an accompanying printer, and a little box called a modem (or data set or acoustic coupler) that hooks to the telephone line (or telephone).

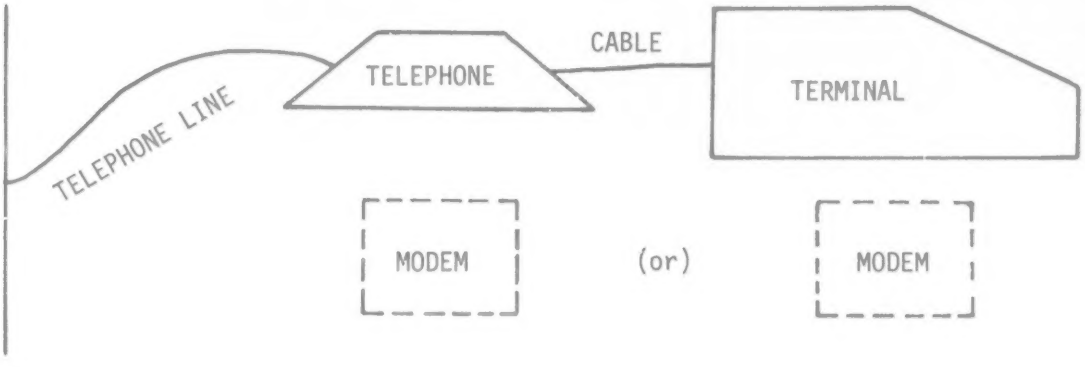
The CHOICES computer is connected to four different types of terminals:

1. Dedicated TTY43
2. Dial-up TTY43 w/Internal Modem
3. Dial-up TTY43 w/Separate Modem
4. Dedicated SR110

Dedicated terminals have a telephone line from the wall to a modem (or data set) and then a cable from the modem to the terminal.




Dial-up terminals have a telephone line from the wall to a telephone or modem and telephone and then a cable to the terminal.



Before using the sign-on procedures, you need to identify your terminal configuration. If you have a video screen, you have an SR110 with a dedicated line. If you have a terminal which looks like a typewriter, you have a TTY43. The next item you need to determine is the type of hookup. Look at the diagrams. Do you use a telephone to dial the computer? If not, you have a dedicated line.

Now that you have identified your terminal configuration, you can refer to the CHOICES sign-on procedures that fit your terminal. These procedures are described on the following pages.

# C. Troubleshooting And Problem Solving

In many cases, you will save time by going through the "Problems and Solutions Checklist" before reporting problems to the CHOICES Data Center. Many times you will be able to locate the trouble and correct it yourself. However, if you ever need assistance, do not hesitate to call. If you are unable to solve your problem, you should report it as soon as possible. The earlier the problem can be reported to the telephone company (if there is a line problem), the quicker it can be repaired. Even if you do not plan to use the terminal for a few days, do not wait until a client is ready to use the terminal before reporting the problem.

Before making a trouble call, you need to identify the problem. Are you having a problem with information, the program itself, or the terminal? If the problem is related to information about occupations or institutions, contact: The Center for Career Development Services at 1-800-342-9271, SUNCOM 278-0400, or (904)488-0400. All other problems should be reported to the CHOICES Data Center at 1-800-342-0773, SUNCOM 278-3047, or (904)488-3047.

Most terminals are TTY43 or SR110. Listed on the following pages are the "Problems and Solutions Checklist" for each terminal type.

## TROUBLESHOOTING FOR TTY43 TERMINALS

| PROBLEMS | CHECKLIST AND SOLUTIONS |
|---|---|
| No lights on terminal | Be sure the terminal is plugged in and turned on.<br><br>Check the outlet for power by plugging in another electrical device.<br><br>Check fuse in back of terminal; the little wire should not be broken. Be sure the fuse is not loose. |
| Printer does not print characters properly | Open top of terminal and check to see if ribbon is threaded correctly around printhead. If not, pull back release lever on right side of printhead, thread ribbon on inside of the two rollers, and press lever forward. Replace top of terminal. |
| Paper does not advance after you try to send a message | Be sure the paper is loaded correctly.<br><br>Push red DATA light. DATA light should be on steady. If light is flashing, call Tallahassee. |
| No response on terminal after entering valid commands | Telephone line problem.<br><br>Call Tallahassee. |
| Characters printed on terminal have black blocks printed between them. Example: A■S■S■I■G■N | Parity key on right front panel of terminal is set wrong.<br><br>Press parity key and re-enter characters. If problem continues, call Tallahassee. |

| PROBLEMS | CHECKLIST AND SOLUTIONS |
|---|---|
| Light print | Open lid of the terminal and see if printhead is set too far from the paper.<br><br>Push the lever on right side of the printhead toward the roller. |
| Alarm light on | Reload paper if terminal is out of paper or paper is crooked.<br><br>Check to see if lever on left back side of the roller is stuck. If it is stuck, pull lever forward and release.<br><br>The top may not be down securely. Pick the top up and firmly press it down on all edges to close it securely. |

## TROUBLESHOOTING FOR SR110 TERMINAL

| PROBLEMS | CHECKLIST AND SOLUTIONS |
|---|---|
| No lights on terminal | Be sure that the terminal is plugged in (both ends of power cord) and turned on.<br><br>Check the wall plug for power. If lights are still out, call the Data Center. |
| Blank screen | If lights are on, press SHIFT key. |
| Screen displays message "KEYBOARD DATA LOST" | Press LOCAL key and re-enter answer. The data was lost because terminal was in SEND or RCV mode. |
| No lights on printer | Be sure it is plugged in and turned on. Check the cable from the terminal and be sure that the cable is plugged into the back of the terminal and into the back of the printer. |
| "ALERT" light is lit on the printer | Check paper supply and be sure that the paper is not jammed. |
| Printer will not print even though correct lights are lit | Check the printer cover to be sure it is not open or ajar. |
| Alarm rings and/or the "ALERT" light is on | Turn machine off for a few seconds, then turn it on and wait for the correct lights to come on. If they do not come on, call the Data Center. |

| PROBLEMS | CHECKLIST AND SOLUTIONS |
|---|---|
| Terminal screen will not recognize input | 1. Check the keyboard cable to the terminal to see if it is loose.<br>2. Press the LOCAL key to "UNLOCK" the keyboard and enter data.<br>3. Turn the terminal off, then on. Wait for the screen and correct lights to come on. |
| No response on terminal after entering valid commands on the screen | 1. Check lights on terminal:<br>Is SEND flashing?<br>Is RCV or LOCAL on?<br>Is LTAI flashing?<br>2. Check lights on modem:<br>Is the "POWER" light on?<br>Are RB, CTS, TXD, LSD, RXD lights flashing? If the "POWER" light is off on the modem, be sure the switch on the back panel is in the "ON" position, then check to see that the modem cable is connected to the terminal. |

If you are having SR110 terminal problems, the following information should be reported when making a trouble call:

PROCEDURES FOR REPORTING TROUBLE ON THE SR110 TERMINALS

(1) Station Address (Example: SR/A01) -- If you do not have your Station Address, call the Data Center. The Station Address should be written on the directions sticker, which is placed on the terminal, for future reference. If you do not have a sticker, call 1-800-342-9271.

(2) If you are getting no response from the terminal after entering correct commands, please check the following items:

(a) INDICATOR LIGHTS -- You need to describe the indicator lights on the terminal keyboard and the indicator lights on the front panel of the modem as ON, OFF, or BLINKING.

(b) MODEM TEST KEYS -- You need to check the position of the three test keys on the front panel of the modem as pushed in or pushed out.

(c) PRINTER LIGHTS -- If the problem is with the printer not printing, describe which printer lights are on.

Please record the above information in the designated areas of the Trouble Report Form for the SR110 terminal. (See Figure 4.) This Trouble Report was designed to aid users of the SR110 terminal in making more accurate trouble calls. It is very important to know what lights are lit on the modem and terminal when analyzing terminal problems.

FIGURE 4

# FLORIDA CHOICES

## TROUBLE REPORT FOR TERMINAL PROBLEM

BE SURE TO GO THROUGH THE PROBLEM AND SOLUTION CHECKLIST ON PAGES 20-22 OF THE TERMINAL GUIDE BEFORE CALLING THE DATA CENTER IN TALLAHASSEE. IF YOU ARE UNABLE TO FIND A SOLUTION BY FOLLOWING THE PROCESS DESCRIBED ON THESE PAGES, WRITE DOWN THE FOLLOWING INFORMATION AND REPORT IT TO THE DATA CENTER AT: 1-800-342-0773, SUNCOM 278-3047, OR (904) 488-3047.

COMPLETE THE FOLLOWING INFORMATION:

1. STATION ADDRESS SR/_____
2. NO RESPONSE FROM TERMINAL?
   A. DESCRIBE THE LIGHTS ON YOUR TERMINAL KEYBOARD. ARE THE LIGHTS ON, OFF OR BLINKING?

KEYBOARD LIGHTS

SEND (POLL) _____

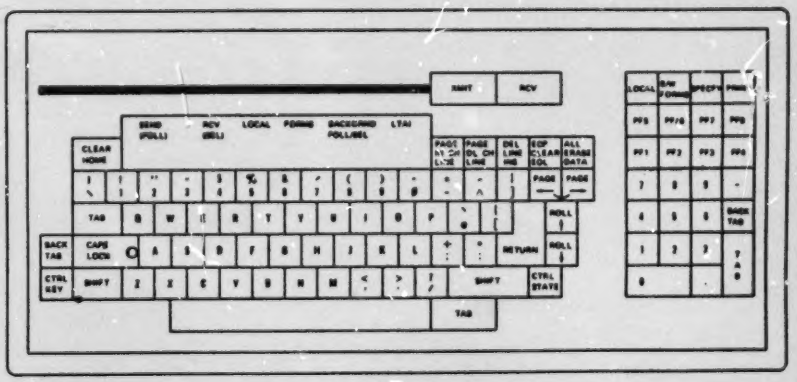
RCV (SEL) _____

LOCAL _____

BACKGRND POLL/SEL _____

LTAI _____

THE KEYBOARD



## TROUBLE REPORT FOR TERMINAL PROBLEM, CONT.

B. DESCRIBE THE LIGHTS ON THE MODEM. ARE THE LIGHTS ON, OFF, OR BLINKING?

RTS _____

CTS _____

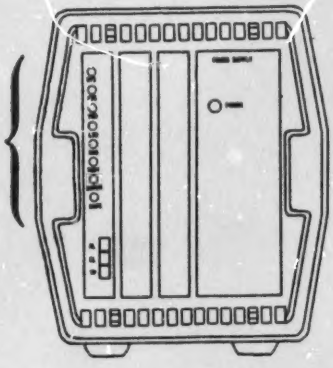
TXD _____

LSD _____

RXD _____

TEST _____

POWER _____

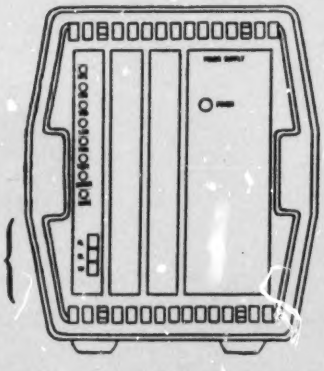


C. ARE THESE BUTTONS ON THE MODEM PUSHED IN OR OUT?

AL _____

DL _____

TP _____

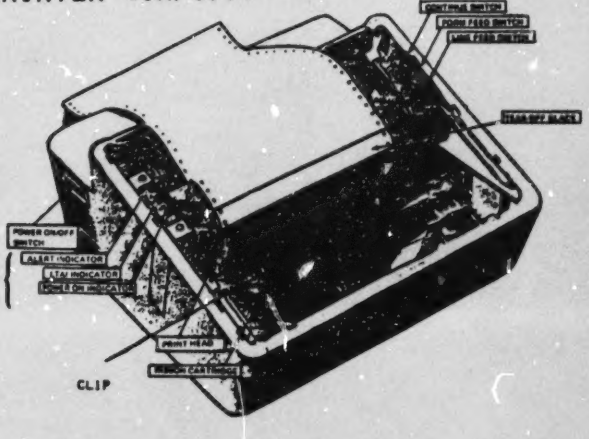


3. DESCRIBE THE LIGHTS ON THE PRINTER (ON/OFF)

ALERT _____

LTAI _____

POWER ON _____



## CHOICES SIGN-ON PROCEDURE

### TTY43 DEDICATED (non dial-up) TERMINALS

1. Turn the terminal ON. The ON switch is located on the right side of the terminal back.
2. Be sure that the buttons on the right front part of the keyboard are set so that:

   (a) Parity button - down
   (b) Half-duplex - normally up
   (c) 300 bps - normally up

3. The CAPS LOCK key should be down.
4. The red DATA light should be down.
5. Type in "*ASSIGN TO PROGRAM CHOICE." (Push the RETURN key.)
6. The terminal should return with:

   112A STATION ____ ASSIGNED TO PROGRAM CHOICE.

7. Type in "ASSIGN." (Push the RETURN key.)
8. The terminal should return the following message:

   PLEASE TYPE YOUR TERMINAL IDENTIFICATION NUMBER.

9. Enter the Identification Number assigned to your site. (Push the RETURN key.) Do not use any spaces, and be sure to use numeric keys only when you are typing in numbers. For example:

   DQR00112. (The 0's are zeros, not the letter O.)

10. The terminal will then ask you to verify your site name. Respond with a "Y" or "N" (for Yes or No) and push the RETURN key.
11. The terminal will respond with the "News File" and then go to "WELCOME TO CHOICES."
12. Proceed normally with CHOICES.
13. If you want to leave CHOICES and go into JBLIST, type in "CLOSE." (Push the RETURN key.)
14. The computer will respond:

    YOU ARE UNASSIGNED FROM CHOICES.

15. Type in "*ASSIGN TO PROGRAM JBLIST." (Push the RETURN key.)
16. The terminal will respond:

    112A STATION ____ ASSIGNED TO PROGRAM JBLIST.

17. Type in "ASSIGN." (Push the RETURN key.)
18. The computer will respond:

    PLEASE ENTER ES OFFICE NUMBER, OR 'STOP' IF FINISHED.

19. Proceed normally with JBLIST.

* * * * *

## CHOICES SIGN-ON PROCEDURE

### DIAL-UP TTY43 TERMINAL WITH TELEPHONE AND INTERNAL MODEM

1. The red TALK button on the terminal should be on steadily.
2. Pick up telephone receiver and wait for dial tone. Dial computer telephone number you have been assigned and wait for high frequency signal (data tone).
3. When you receive "data tone," push down the DATA button on terminal. Now the red DATA button should be on steadily.
4. Type in "*ASSIGN TO PROGRAM CHOICE." (Push the RETURN key.)
5. The terminal should respond:

   112A STATION ____ ASSIGNED TO PROGRAM CHOICE.
6. Type in "ASSIGN." (Push the RETURN key.)
7. The terminal should return with the following message:

   PLEASE TYPE YOUR TERMINAL IDENTIFICATION NUMBER.
8. Enter the Identification Number assigned to your site. (Push the RETURN key.) Do not use any spaces, and be sure to use only numeric keys when you are typing in numbers. For example:

   PQR00112. (The 0's are zeros, not the letter O.)
9. The terminal will then ask you to verify your site name. Respond with a "Y" or "N" (for Yes or No) and push the RETURN key.
10. The terminal will respond with the "News File" and then go to "WELCOME TO CHOICES."
11. Proceed normally with CHOICES.
12. If you want to leave CHOICES and go into JBLIST, type in "CLOSE." (Push the RETURN key.)
13. The computer will respond:

    YOU ARE UNASSIGNED FROM CHOICES.
14. Type in "*ASSIGN TO PROGRAM JBLIST." (Push the RETURN key.)
15. The terminal will respond:

    112A STATION ____ ASSIGNED TO PROGRAM JBLIST.
16. Type in "ASSIGN." (Push the RETURN key.)
17. The computer will respond:

    PLEASE ENTER ES OFFICE NUMBER, OR 'STOP' IF FINISHED.
18. Proceed normally with JBLIST.

* * * * *

## CHOICES SIGN-ON PROCEDURE

### BURROUGHS SRI/110 TERMINAL

1. Turn the terminal ON. The ON/OFF switch is located on the lower right front side of the terminal screen.

2. The SEND and LTAI light on the terminal should be blinking. The RCV light should be on steadily but will blink when the computer is trying to send a message to the terminal.

3. Turn the printer on. The ON/OFF switch (slides back and forth) is located on the left side toward the back of the printer.

4. The LTAI and the POWER light on the printer should be on steadily.

5. The keyboard is set so that the letters typed in appear as capitals. This is set correctly when the small red light on the CAPS LOCK key is on.

6. Press the PF1 key. "*ASSIGN TO PROGRAM CHOICE" will automatically print on the screen and printer and be sent to the computer.

7. The computer will respond:

   112A STATION ____ ASSIGNED TO PROGRAM CHOICE.

8. After you see an arrow appear on the top of the screen, press the PF2 key. "ASSIGN" will print on the screen and printer and be sent to the computer.

9. The computer will respond:

   PLEASE TYPE YOUR TERMINAL IDENTIFICATION CODE.

10. Wait for the arrow to again appear on the top of the screen. Press the PF3 key. This will type your terminal ID and send it to the computer.

11. The terminal will then ask you to verify your site name.

12. Wait for the arrow. Type in "Y" or "N" (for Yes or No).

13. Press XMIT key.

14. The terminal will respond with the "News File" and then go to "WELCOME TO CHOICES."

15. Each time you want to answer a question:

    1. Wait for the arrow and the highlighted bar on the top of the screen.
    2. Type in your message.
    3. Then press the XMIT key.

16. To start a new conversation, type in "RESTART" and press XMIT key.

17. The computer will respond with "WELCOME TO CHOICES."

    NOTE: THE COMMANDS ARE ENCLOSED IN QUOTATION MARKS TO SHOW YOU WHICH WORDS ARE TO BE TYPED. DO NOT TYPE IN THE QUOTATION MARKS.

18. If you want to leave CHOICES and go into JBLIST, type in "CLOSE" and press the XMIT key.

19. The computer will respond:

    YOU ARE UNASSIGNED TO CHOICES.

20. Press the PF5 key.

21. "*ASSIGN TO PROGRAM JBLIST" will print on the screen and be automatically sent to the computer.

22. The computer will respond:

    112A STATION ____ ASSIGNED TO PROGRAM JBLIST.

23. Press the PF2 key.

24. "ASSIGN" will print on the screen and be sent to the computer.

25. The computer will respond:

    PLEASE ENTER ES OFFICE NUMBER, OR 'STOP' IF FINISHED.

26. Type in the 4 digit number of the ES office you want and press XMIT key.

27. JBLIST will list all jobs for the ES office requested. When finished, the computer message will read:

    PLEASE ENTER ES OFFICE NUMBER, OR 'STOP' IF FINISHED.

28. Type in "STOP" if finished and press XMIT key.

29. The computer will respond: GOODBYE.

30. This will "UNASSIGN" you from the JBLIST program.

31. To get back into CHOICES, go back to step 6.

32. Still need some help? Call 1-800-342-0773.

* * * * *

# D. Helpful Terminal Operating Hints

1. When a question requires a number or group of numbers as a response, always use the numeric and not alphabetic keys.

2. When a question requires a series of numbers with commas between them, do not end the series with a comma.

3. Use the terminal guide applicable to your terminal for more detailed information about trouble.

4. Always try to fix as much trouble as possible using this troubleshooting section (it will save time and effort), but remember, Tallahassee doesn't know you are having problems unless you call.

Please save the computer printout related to problems with information or the program so that you can send it to CCDS if additional analysis is needed.

# CHAPTER SIX

# CHOICES Information Resources

If you are involved in counseling, you have long recognized the need for current, reliable information. Quite often, information is available (as pure data), but unusable to students because it is:

1. Statistical rather than descriptive in nature;
2. Referenced by an unfamiliar classification or grouping scheme rather than by particular occupations;
3. Actual occupational titles (i.e., published 1978 actual employment) rather than projections;
4. Actual occupational titles (i.e., 1978) rather than traditional and emerging careers that are projected to exist five or ten years from now; and,
5. National in perspective, rather than statewide or localized.

Data is never current. It always is collected at some point previous to its publication or use. Projections can be made from data, and made quite accurately if all the elements are correct. Information, on the other hand, is the meaningful translation of data and its projections. That is to say, data is indicative of what has happened with some given conditions and at some past point. Projections are a way to relate that data to a future set of stated conditions. Information, however, requires that your client understand what data and its projections mean in relation to him/her. Although as Counselors we have concerns about data and projections, our major focus must be understanding and using information.

CHOICES can provide your clients a wide variety of information based on the following TOPICS:

Interests
Aptitudes
Temperaments
Educational Levels
Working Conditions
Future Outlook
Earnings
Hours of Work/Travel
Physical Demands
Physical Activities
Indoor/Outdoor
Career Fields

All of this information is stored as "data elements" and is arranged by occupational title and codes using a series of written standards (Occupational Script Standards). CHOICES acts as a link between producers and consumers of career-related information by aggregating technical data and statistics from a variety of sources into a flexible, user-dictated system.

Florida CHOICES is a system that is designed to facilitate the Counselor's transmittal of career, employment and educational information to clients. One of the most vital requirements of any recognized career decision-making model is the availability of accurate and reliable information upon which to base decisions. CHOICES is continuously updated to ensure accuracy and reliability using the following guidelines:

1. Each existing occupation is reviewed annually for appropriateness of wage, educational, supply/demand characteristics;

2. Existing occupations that have been "flagged" by users as exhibiting inappropriate information are studied, corrected, if necessary, and input into the computer; and,

3. New and emerging occupations are researched, coded, and input into the computer when correcting existing occupations. However, these occupations must be identified in the Dictionary of Occupational Titles and approved for use in Florida.

As a Counselor, you probably have experience using the Dictionary of Occupational Titles (DOT, 4th Edition). Careers in CHOICES have the DOT titles and the 9-digit DOT codes are referenced. The numbering system used to access careers in CHOICES is the Standard Occupational Classification (SOC) system. This number is the 7-digit code referred to as the "CHOICES number." The SOC code was designed in the 1940's by the U.S. Department of Labor. Its purpose is to "standardize" the various coding systems used by individual federal agencies (USOE, OES, SIC, CENSUS, DOT and others), and to create a crosswalk between these various systems. Without a standard code or crosswalk, accurate data on wages, training, education, and supply/demand is simply impossible to derive. The SOC was mandated for use in occupational data in 1976.

The DOT code uses an industry grouping (the first three digits) and data, people, things grouping (the second three digits). By comparison, the SOC uses a grouping defined by the "type of work performed." This allows for the grouping of all managers together into a MAJOR GROUP (Managers), then differentiating this group, using a tighter set of likenesses, into a MINOR GROUP (Public Utilities Managers). This MINOR GROUP is then broken down into a more related UNIT GROUP (Communications Operations Managers) to finally display the occupational level DOT, 7-digit SOC (Cable Supervisor). Florida CHOICES uses only the MAJOR GROUP and the DOT level groupings. The MAJOR GROUP level is referred to as "Career Field." Example:

| SOC CLASSIFICATION | FLORIDA CHOICES |
|---|---|
| Major Group: | Administration, Management & Business |
| Executive, Administrative & Managerial | |
| (13) Administrators, Others | |
| Minor Group: | |
| (134) Public Utilities Managers | |
| Unit Group: | |
| (1341) Communications Operations Managers | |
| DOT/SOC Level: | CHOICES Number/Title: |
| (1341-210) Cable Supervisor (184.161-010) | 1341-210 Cable Supervisor (184.161-010) |

There are 21 MAJOR GROUPINGS, i.e., Career Fields, used in CHOICES. The Miscellaneous Careers category contains those few careers that do not appear to "fit" in any of the MAJOR GROUPINGS. A consultant would be a good example of this type of career. The intent of this classification is that these careers will be placed in an appropriate group at a later time.

The DOT and its associated data tapes provide most of the information used in initially coding the careers found in CHOICES. Most of the data sources are provided by different agencies. The agencies represented are:

| | |
|---|---|
| DOL | U.S. Department of Labor |
| NOICC | National Occupational Information Coordinating Committee |
| FLOICC | Florida Occupational Information Coordinating Committee |
| Other | Various Florida state agencies publishing data; private industry groups and personnel associations throughout Florida; and, other sources referenced in "Other Sources of Occupational Information" |

Listed on the next page are the basic elements and data sources for the Florida CHOICES Career File.

# A. Sources Of CHOICES Information

| Element | Agency Source | Data Source* |
|---|---|---|
| Occupational Code | DOL/NOICC | SOC Tapes, 1980 |
| Occupational Title | DOL | DOT - 4th Edition |
| DOT Code | DOT | DOT - 4th Edition |
| Job Description | DOL | DOT - 4th Edition<br>OOH |
| Job Duties | DOL | Handbook for Analyzing Jobs<br>DOT - 4th Edition |
| Interests | DOL | GOE, DOT - 3rd Ed. Vol. II |
| Aptitudes | NOICC | CSCI (Classification Structures for Career Information) |
| Temperaments | NOICC/DOL | CSCI, OOH, GOE |
| Education Level | NOICC | Selected characteristics of occupations found in the DOT, 1981 (GED crosswalk) |
| Training Required | NOICC | CSCI |
| Working Conditions | NOICC | CSCI |
| Physical Demands | NOICC | CSCI |
| Physical Activities | NOICC | CSCI |
| Future Outlook | FLOICC, DOL, NOICC | FLOICC Reports, OOH, CSCI |
| Earnings | FLOICC, DOL | FLOICC Reports, ESARS, Wage Summary Report, OOH, Div. Econ. Dev. Wage Report |
| Hours of Work/Travel | DOL, NOICC | OOH, CCIS |
| Indoor/Outdoor | NOICC | CSCI |
| Career Field | DOL | SOC - First 2 digits |

*All elements and sources are strictly defined within the Florida Career Information Delivery System/CHOICES Occupational Development Standards and Procedures. (December, 1982)

Comprehension and reading level are important criteria for effective information transfer. Florida CHOICES is written at approximately the sixth grade level. Edgar Dale's Living Word Vocabulary is a valuable tool used to increase the readability of our materials. You may want to consider it as you design career resource materials for your clients.

# B. Using The Career Index

The CHOICES Career Index is designed to aid clients and Counselors as they access the occupational data base. It is divided into two sections:

1. ALPHA/CROSS REFERENCE LISTING OF CAREERS - This section is an alphabetical listing of the careers contained in CHOICES. Cross reference or alternate titles are also listed. Careers that have been flagged with an asterisk (*) will be added at a later date.

2. CAREER FIELDS LISTING - These careers have been grouped together because they are related.

The first column of the index represents the 7-digit CHOICES number (Standard Occupational Classification number).

The second column represents the career title as listed in the Dictionary of Occupational Titles. The number in parenthesis is the 9-digit DOT number. This number can be used to get more information about the occupation in other career resource materials.

You will need the Index if you are using these ROUTES in CHOICES:

1. SPECIFIC
2. COMPARE
3. RELATED
4. JOB BANK

The Alpha/Cross Reference listing portions of the index can be used when someone wishes to:

1. Find a specific career title, particularly when something about the career is already known; or, to

2. Pursue all the titles in an exploratory mode, from "A" to "Z."

To use the ALPHA/CROSS REFERENCE LISTING, simply locate the career in which you have an interest. By typing in the CHOICES number, the computer will print the information about the career that you have requested. Major titles will be in capital letters with the DOT number listed. (See example below.) Cross reference or alternate titles will be indented and in small letters. Remember that this is an alternate title. When the CHOICES number is input into the system, a different career title will show up on the printout.

Job titles in the Alpha/Cross Reference Listing are displayed in two ways. The main title is listed in capital letters with the CHOICES number and the DOT number.

| CHOICES | CAREER TITLE |
|---|---|
| 2610-211 | CARDIOLOGIST (070.101-014) |

The cross referenced or alternate titles are indented and listed in small letters with the statement "see CHOICES #."

| CHOICES | CAREER TITLE |
|---|---|
| | Heart Specialist (see CHOICES # 2610-211) |

The CAREER FIELD LISTING can be used to find all careers that are related by skills, work setting, academic major, etc. Careers are grouped in a Career Field according to the first four digits of the CHOICES number. (Remember that the closer the first three or four digits of the CHOICES number, the closer the relationship in "type of work performed."

In JOB BANK, you can access jobs via specific job titles or by Career Fields. Job openings vary from day to day so you will save time in most cases by using Career Fields instead of entering one career at a time. This will allow additional exploration and will list other related jobs.

Career Fields are grouped according to:

1. The kind of work performed;
2. The industry in which the career occurs;
3. Materials worked on; and,
4. Skills required to do the job.

Career Fields are:

10. Administration, Management & Business
11. Engineers, Surveyors & Architects
12. Natural Scientists & Mathematicians
13. Social Scientists, Social & Religious Workers, Lawyers, Judges
14. Teachers, Librarians & Counselors
15. Health Diagnosing & Treating Professionals
16. Registered Nurses, Pharmacists, Dieticians, Therapists
17. Writers, Artists, Entertainers & Athletes
18. Health Technologists & Technicians
19. Technologists & Technicians (Except Health)
20. Marketing & Sales Occupations
21. Clerical Occupations
22. Service Occupations
23. Agriculture, Forestry, Fishers & Hunters
24. Mechanics & Repairers
25. Construction, Mining & Drilling
26. Production Workers & Machine Operators
27. Transportation & Material Moving Occupations
28. Material Handlers & Equipment Cleaners
29. Military Occupations (At this time, there are no occupations in this category.)
30. Miscellaneous Occupations

# CHAPTER SEVEN

# Practical Considerations

Before you decide how to use CHOICES, there are several practical considerations to resolve. They include:

- Location of the Terminal
- Scheduling Terminal Use
- Inservice of Counseling and Support Staff
- Introducing Clients to CHOICES (Group Session vs. Individual Session)
- Publicizing CHOICES in Your School or Agency

These questions will be discussed in this chapter:

## A. Location Of The Terminal

Ideally, a quiet room near the Counselor is best. This allows for a degree of privacy and the client will feel comfortable knowing someone is nearby in case s/he has any difficulties or questions.

Privacy can be achieved by screens or baffles if a separate room is not available.

Preferably, the terminal should not be in an area where there is heavy traffic. Additionally, it should be away from work areas where people need a quiet environment. The terminal printer is somewhat noisy and this may be disruptive to other people's work.

If at all possible, locate the terminal close to your office. This makes it easy to periodically check on your clients.

Because of the amount of reading clients will do, make sure the terminal area has sufficient lighting.

A small table adjacent to the terminal is a good idea. This gives clients room to work with their Guidesheet and the Career Index, and a place to put personal belongings.

You may also wish to have a "Carramate" and a "VIEW machine"

available for your clients to use in the area adjacent to your terminal.

It is very helpful to have a telephone near the terminal for reporting trouble calls to the CHOICES Data Center in Tallahassee.

## B. Scheduling Terminal Use

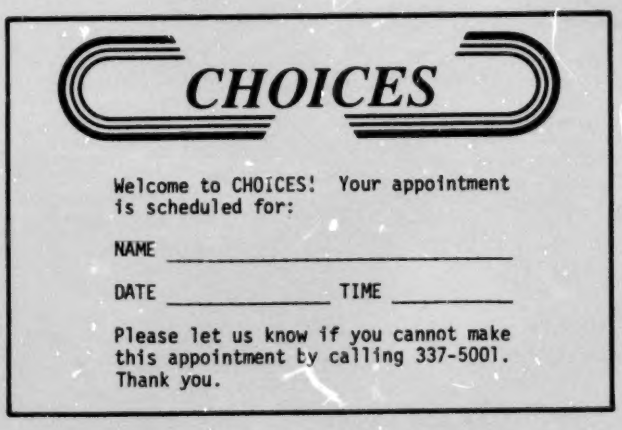
A typical conversation between CHOICES and a client will last from 45 minutes to an hour. You will need to give some thought to scheduling to insure the most effective use of the terminal. Make sure you allocate some daily time for JBLIST, "walk-ins," and any other functions you may foresee.

When considering the use of the terminal, open access on a first come, first served basis is one approach, but it is not necessarily the best. Clients may give up in frustration if the terminal is occupied every time they try to use it.

Making scheduled appointments is a good method that will ensure that each of your clients can use CHOICES at a predetermined time.

Many Counselors/Occupational Specialists will introduce CHOICES in the classroom and generate appointments for clients at that time.

An appointment book can be maintained by a clerk, counselor-aide or secretary. Also, you may want to give clients a small appointment card that includes their name, time and date of the appointment, information regarding cancellation of appointments, and the office phone number. A space is provided for this purpose in the Guidebook. A sample card is shown below:


CHOICES
Welcome to CHOICES! Your appointment is scheduled for:
NAME _____
DATE _____ TIME _____
Please let us know if you cannot make this appointment by calling 337-5001. Thank you.

A good scheduling procedure will take some planning and coordination. But, having an organized method will save you time and eliminate scheduling frustrations.

# C. Inservice Of Counseling And Support Staff

CHOICES is a complex system that will require training and experience at the terminal if Counselors are to use it effectively. Decisions will need to be made regarding the number of staff members who will be involved in the training and use of the system. One person needs to be involved in the receipt and coordination of CHOICES materials. Each site should have one contact person who reports trouble calls to the CHOICES Data Center.

Ideally, all staff directly involved with career counseling should be familiar with CHOICES and its capabilities. Prior to scheduling clients, you may want to invite all staff -- Counselors, administrators, aides and support personnel -- to a demonstration of the system. This encourages support for the program and helps advertise the system within your agency or school.

In small counseling offices, training all Counselors to use CHOICES has certain advantages. Your clients will always have someone knowledgeable to help them with their pre- and post-counseling sessions. Much of the training must be in the analysis and use of the CHOICES printout with individual clients.

In larger offices it may be more feasible to train one or two Counselors to deal with all clients who want to use CHOICES. Clients can then be referred to the system by other Counselors.

# D. Introducing Clients To CHOICES

Clients can be introduced to CHOICES in a group session or in individual sessions. Either method can be used, but each has advantages and disadvantages. You will have to determine which approach will work best for you.

GROUP SESSIONS

| Advantages | Disadvantages |
|---|---|
| More effective use of Counselor's time as a large part of the first session is spent explaining the system. | Difficult to determine whether all members of the group need to use CHOICES. |
| Group session reduces repetition and saves time. | Client may get lost in the interaction and be reluctant to ask questions. |
| Members of the group can learn from the questions of others. | |

INDIVIDUAL SESSIONS

| Advantages | Disadvantages |
|---|---|
| Counselor can determine better whether or not the client needs to use CHOICES. | Inefficient for large numbers of clients. |
| Counselor can be more flexible in explanations, suiting the discussion to the individual client's needs. | |

You may want to consider training support staff such as counselor aides or clerical personnel to start clients on the terminal and answer general questions. Someone should always be there to assist clients should you be unavailable.

Many schools use student aides to start clients on the terminal, change paper and perform other terminal-related routine chores. The method you employ will be determined by the size of your counseling and support staff, the number and type of clients served, and the physical dimensions of your agency.

# E. Publicizing CHOICES in Your School/Agency

One of your responsibilities as a CHOICES Coordinator will be to introduce other staff to the system. Teachers, guidance/placement staffs and administrators need to be exposed to CHOICES. Faculty and staff meetings are an excellent medium for giving a CHOICES presentation and showing the CHOICES Overview Slide/Tape. These groups can provide access to clients by way of their classes, assemblies, and/or other large group situations. They may have tasks (such as program or course recruitment) that will be aided by CHOICES.

CHOICES can be an excellent public relations tool. In most cases, computers are "hot" items and generate much interest in the community. You may want to let people in your community know about CHOICES and what your school is doing to help clients make good vocational decisions. Many schools have found that a feature article on CHOICES in the Sunday paper will stimulate general interest in the school as well as usage of CHOICES. Some schools, especially post-secondary institutions, allow nonstudents to use CHOICES at their sites. In this way, CHOICES can serve as a recruitment tool. Although no formal studies have been conducted, informal interviews with nonstudents indicate that their use of a career guidance or information system at the institution played a part in their decision to enroll.

There are many ways to advertise CHOICES:

1. School or local newspaper
2. Announcements in the classroom or assemblies
3. Career days conducted at schools, agencies, or malls

You will probably find that once interest is generated, it will continue simply by clients using the system. Your clients will become one of your best means of promotion. Their referrals will provide a healthy influx of prospective users.

The above suggestions are meant to serve as guides to help you decide what will work best for you, your staff and clients.

# APPENDIX

# THE GATB/CHOICES CROSSWALK

CONVERSION TABLE FROM GATB RAW SCORES
TO CHOICES APTITUDE LEVELS*

| GATB APTITUDE FACTORS | CHOICES APTITUDE LEVELS** | | | |
|---|---|---|---|---|
| | 4 | 3 | 2 | 1 |
| G-General Learning Ability | 95 - 96 | 100 - 104 | 105 - 114 | 115 and above |
| V-Verbal Aptitude | 95 - 99 | 100 - 104 | 100 - 104 | 105 and above |
| N-Numerical Aptitude | 90 - 94 | 95 - 99 | 100 - 109 | 110 and above |
| S-Spatial Perception | 85 - 89 | 90 - 94 | 95 - 109 | 110 and above |
| P-Form Perception | 80 - 84 | 80 - 84 | 80 - 84 | 85 and above |
| Q-Clerical Perception | 85 - 89 | 90 - 94 | 95 - 99 | 100 and above |
| K-Eye/Hand Coordination | 85 - 89 | 90 - 94 | 90 - 94 | 95 and above |
| F-Finger Dexterity | 80 and above - - - - - - - - - - - - - - - - - - - - | | | |
| M-Manual Dexterity | 80 - 84 | 80 - 84 | 80 - 84 | 85 and above |

# FLORIDA STATE EMPLOYMENT SERVICE

## JOB BANK REGION MAP

(1) Northwest Florida (Pensacola, Tallahassee)
(2) North Central Florida (Perry, Ocala, Gainesville)
(3) Northeast Central Florida (Jacksonville, Daytona)
(4) West Central Florida (Tampa, Clearwater)
(5) Central Florida (Orlando Area)
(6) East Central Florida (Ft. Lauderdale, Vero Beach
(7) Southwest Florida (Ft. Myers, Sarasota)
(8) Southeast Florida (Miami Area)

## LOCAL FLORIDA STATE EMPLOYMENT SERVICE OFFICES

| REGION | OFFICE NUMBER | CITY | ADDRESS | ZIP CODE | TELEPHONE # |
|---|---|---|---|---|---|
| Region 1 | 6242 | Fort Walton Beach | 130 Staff Dr. | 32549 | 904-243-815 |
| | 6253 | Marianna | 218 N. Caledonia | 32446 | 904-482-2051 |
| | 6251 | Panama City | 114 E. 9th St. | 32401 | 904-763-4645 |
| | 6231 | Pensacola | 236 W. Garden St. | 32596 | 904-432-7651 |
| | 8262 | Tallahassee | 1307 N. Monroe St. | 32302 | 904-488-8701 |

| REGION | OFFICE NUMBER | CITY | ADDRESS | ZIP CODE | TELEPHONE # |
|---|---|---|---|---|---|
| Region 2 | 6287 | Gainesville | 315 S.E. 2nd Ave. | 32602 | 904-372-4355 |
| | 6285 | Lake City | 1430 South 1st St. | 32056 | 904-752-3121 |
| | 6292 | Ocala | 1007 S.W. 1st Ave. | 32678 | 904-622-4291 |
| | 6282 | Perry | 1201 Martin Luther King Drive | 32347 | 904-584-7604 |

| REGION | OFFICE NUMBER | CITY | ADDRESS | ZIP CODE | TELEPHONE # |
|---|---|---|---|---|---|
| Region 3 | 6332 | Daytona Beach | 702 S. Ridgewood Ave | 32015 | 904-255-2461 |
| | 6312 | Jacksonville Downtn. | 215 Market Street | 32202 | 904-358-2300 |
| | 6335 | Leesburg | 206 N. 3rd Street | 32748 | 904-787-2213 |
| | 6322 | Palatka | 114 N. 19th St. | 32078 | 904-325-5361 |

| REGION | OFFICE NUMBER | CITY | ADDRESS | ZIP | TELEPHONE # |
|---|---|---|---|---|---|
| Region 4 | 6363 | Brandon | 710 Oakfield Dr. | 33511 | 813-272-2292 |
| | 8374 | Clearwater | 2312 Gulf-to-Bay Blvd | 33902 | 813-797-5151 |
| | 6372 | St. Petersburg | 525 Mirror Lake Dr. | 33701 | 813-893-2255 |
| | 6381 | Tampa Downtown | 306 E Cass St. Suite 100 | 33601 | 813-272-2280 |
| | 6361 | Tampa North | 1441 E. Fletcher Ave., #2175 | 33612 | 813-977-4267 |

| REGION | OFFICE NUMBER | CITY | ADDRESS | ZIP | TELEPHONE # |
|---|---|---|---|---|---|
| Region 5 | 6442 | Cocoa | 840 Forrest Ave. | 32922 | 305-636-5511 |
| | 6452 | Lakeland | 515 E. Lemon St. | 33802 | 813-682-7116 |
| | 6444 | Melbourne | 2235 S. Babcock St. | 32901 | 305-723-0641 |
| | 6422 | Orlando | 3421 Lawton Road | 32803 | 305-423-6350 |
| | 6412 | Sanford | 200 S. French Ave. | 32771 | 305-322-7322 |
| | 6458 | Sebring | 1408 Fairmont Dr. | 33870 | 813-385-0121 |
| | 6455 | Winter Haven | 401 5th St., N.W. | 33880 | 813-294-3113 |
| | 6428 | Winter Park | State Office Bldg. Morse Blvd. | 32789 | 305-644-1441 |

| REGION | OFFICE NUMBER | CITY | ADDRESS | ZIP CODE | TELEPHONE # |
|---|---|---|---|---|---|
| Region 6 | 6491 | Belle Glade | 1500 N.W. Ave. L | 33430 | 305-996-3067 |
| | 6512 | Fort Lauderdale | 105-107 E. Broward | 33301 | 305-462-8641 |
| | 6482 | Fort Pierce | 2210 Orange Ave. | 33454 | 305-464-6600 |
| | 6513 | Hollywood | 4205 Hollywood Blvd. | 33022 | 305-987-3550 |
| | 6511 | Pompano Beach | 1301 W. Copans Road | 33064 | 305-979-6950 |
| | 6493 | West Palm Beach | 301 Broadway, Suite 107, Riveria Bch. | 33402 | 305-863-1711 |

| REGION | OFFICE NUMBER | CITY | ADDRESS | ZIP CODE | TELEPHONE # |
|---|---|---|---|---|---|
| Region 7 | 6531 | Bradenton | 321 15th St.,W. | 33505 | 813-747-2921 |
| | 6551 | Ft. Myers | 2345 Union Street | 33902 | 813-334-1139 |
| | 6533 | Sarasota | 2139 Main Street | 33578 | 813-365-0511 |

| REGION | OFFICE NUMBER | CITY | ADDRESS | ZIP CODE | TELEPHONE # |
|---|---|---|---|---|---|
| Region 8 | 6572 | Hialeah | 515 A West 49th St. | 33012 | 305-557-2770 |
| | 6585 | Homestead | 510 N. Krome Ave. | 33030 | 305-247-8323 |
| | 6587 | Key West | 3112 Flagler Ave. | 33040 | 305-296-8512 |
| | 6574 | Miami Downtown | 1350 N.W. 12th Ave. Room 280 | 33142 | 305-325-2668 |
| | 6580 | Miami Refugee | 1350 N.W. 12th Ave. Room 108 | 33142 | 305-325-3149 |
| | 6583 | North Miami Beach | 133 N.E. 167th St. | 33162 | 305-651-0780 |
| | 6584 | Perrine | 840 Perrine Ave. | 33157 | 305-238-7861 |

# GLOSSARY

ADDRESS - Station name which identifies the terminal's place on the telephone circuit. (Example: SRA01)

APTITUDES - A topic a client may use to explore occupations. CHOICES uses the same nine aptitudes measured by the General Aptitude Test Battery (GATB) to select occupations.

ASSIGN - A command that starts the CHOICES program on the terminal. The computer response is "You are assigned to CHOICES. Type in your terminal I.D. number."

CAREER FIELDS - A topic clients may use to explore occupations according to the type of work performed and/or skills needed.

CAREER FILE - The data base containing career and job opening information.

CCDS - Center for Career Development Services. The Florida Department of Education agency responsible for delivering CHOICES.

CHOICES - Computerized Heuristic Occupational Information Career Education System. An acronym for the computerized career guidance system developed by the Canadian Employment and Immigration Commission.

CLOSE - A command that takes you out of CHOICES. The computer response is "You are unassigned from CHOICES."

COMMANDS - Messages typed on the terminal to ask the computer to perform a special function, or to stop or start the terminal.

COMPARE - A route used to compare two or three occupations. Especially helpful for clients who have narrowed their career decisions to a relatively few occupations.

COMPUTER LOGIC - The process used by the computer to interpret clients' responses into information.

CONVERSATION - The interaction between the computer and the client.

DATA SET - Small box at terminal site that changes telephone signals into terminal signals.

DEDICATED TERMINAL - A configuration in which the terminal is directly connected to the CHOICES computer by a long distance telephone line.

DIAL-UP TERMINAL - A configuration in which a telephone handset is needed to make connection with the CHOICES computer.

DOT - Dictionary of Occupational Titles. An occupational classification system developed by the U.S. Department of Labor.

EARNINGS - A topic clients may use to explore occupations according to desired salary needs or to find out about the earning potential of selected occupations.

EDUCATION FILE - The data base containing information about Florida's post-secondary schools and programs.

EDUCATION LEVEL - A topic allowing clients to use their current or proposed educational level to explore occupations, or to find out about the required educational levels of selected occupations.

EXPLORE - A route clients can use to identify potentially satisfying occupations by using selected topics. This is a most useful route for clients who do not have definite occupational goals.

FSES - Florida State Employment Service.

FUTURE OUTLOOK - A topic allowing clients to explore occupations by future outlook or to find out the future outlook of selected occupations.

GATB - General Aptitude Test Battery. An aptitude test measuring one's aptitudes in nine skill areas.

GUIDEBOOK - A workbook to be completed by the client prior to using CHOICES, explaining the various routes and topics of the system.

HOURS OF WORK/TRAVEL - A topic allowing clients to explore occupations by selecting hours of work or travel requirements they do not want or find out the hours of work/travel required by selected occupations.

INDEX - A cross-reference document giving SOC code and DOT code for each occupation, both in Alphabetical and Major Group arrangement.

INSIDE/OUTSIDE CONSIDERATIONS - A topic that clients may use to explore occupations or to find out about the conditions of selected occupations.

INTERESTS - A topic clients may use to explore occupations according to their preferences for certain types of activities or to find out about the interests associated with selected occupations.

JBLIST - A program that lists available jobs at a specified FSES office.

JOB BANK - A route used to give clients a printout of available jobs listed with FSES throughout Florida.

LIST - A command used in EXPLORE to obtain a list of occupations if the total number remaining is less than 100.

LONG - A command that allows you to return to the conversational version of CHOICES after using SHORT.

MODEM - Small box at terminal site that changes telephone signals into terminal signals. (Also referred to as DATA SET.)

NEWS - A command that prints the CHOICES news from Tallahassee.

ONJBANK - The command that starts JOB BANK if it is "unavailable." If JOB BANK is still unavailable after entering command, repeat in 15 or 20 minutes.

PHYSICAL ACTIVITIES - A topic clients may use to explore occupations according to the highest level of physical activity they would be willing to accept or to learn the physical activities of selected occupations.

RECEIVE - Terminal key which must be depressed to receive message from the computer if keyboard is in "local."

RELATED - A route clients may use to identify occupations that share the same characteristics as other familiar careers.

REPEAT - A command that generates a reprint of the last message received from the computer.

RESTART - A command that readies the terminal for the next conversation with CHOICES.

ROUTES - The five major methods of obtaining occupational information from CHOICES. These routes are EXPLORE, COMPARE, RELATED, SPECIFIC, and JOB BANK.

SCREEN - CRT or video screen which prints answers and responses from the computer.

SHORT - A command that allows the Counselor to enter the abbreviated version of CHOICES.

SIGN-ON - The procedure used to establish contact with the computer program.

SIMILAR OCCUPATIONS - A topic available in the SPECIFIC and COMPARE routes that identifies occupations similar to a selected occupation.

SPECIFIC - A route that provides in-depth information about one selected occupation.

SUMMARY - A command that generates the Counselor's summary at any point in the client's conversation.

SUMMARY OF WORK PERFORMED - A topic available in the SPECIFIC and COMPARE routes that describes the major work duties of selected occupations.

TEMPERAMENTS - A topic a client may use to explore occupations by indicating preferences for ways of performing in the world of work or to find the temperaments associated with selected occupations.

TERMINAL - Some terminals consist of a keyboard device the client uses to interact with CHOICES. Others have a CRT screen and a keyboard.

TRANSMIT - SR110 terminals have this key (XMIT). After answering questions, depress key and messages client has typed in will be sent to the computer.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer